

Childhood Education

For the Advancement of Nursery-Kindergarten-Primary Education

DOROTHY E. WILLY, Editor

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Next Month—

■ "The Administrator Plans for the Education of Young Children" by Worth McClure, Superintendent of Schools, Seattle, Washington.

■ "How to Tell Stories to Children" by May Hill Arbuthnot. This is the second part of her article, "The Presentation of Literature to Children."

■ "Rhythmic Activity in the Kindergarten" by Julia Wade Abbot, Supervisor of Kindergartens, Philadelphia. This is the first of two articles prepared by Miss Abbot.

■ "The Children's Museum" by Dorothy Bronson of the Brooklyn Children's Museum.

■ "How to Take a Field Trip" by Mrs. Clara Skiles, New York University.

■ "Literature and the Social Sciences" by Eloise Ramsey, Wayne University, Detroit.

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Observe him at school



Measure his ability



Confer with his mother

Studying the Behavior of the Child



Study his interests



Check his physical condition



Discuss his case with specialists

Guidance and the Classroom Teacher

THE TEACHER in the elementary school holds a unique position in the life of a child during an important period of growth. Day in and day out, five times a week for approximately thirty-six weeks during the year, her reactions be they placid, tempestuous, considerate or sarcastic, are of paramount interest to the child. To a large extent the teacher controls the situation which will determine whether or not the child will be challenged to exert effort in meeting standards of achievement, or whether he will saunter indifferently through the school year.

Courses of study and curriculum plans emphasize the intellectual content or experiences which a particular age group should have during the year. Yet everyone knows that it is not the experiences which are all important, but the child's reactions to these experiences. Habits of study, increasing ability to think through a problem, development of emotional patterns which allow the child to reorganize his thinking in face of disapproval or failure—these determine the ultimate value which education will have for the child. Experiences enjoyed at seven years of age will be a distant memory at fifteen, but the ability to face a situation frankly and constructively will remain an asset always.

PERSONALITY patterns are developed from the ordinary experiences of daily living. The adult plays a significant rôle in the development of these patterns. The adults in the home situation first give direction to the pattern, but the teachers which the child has will do much in setting or redirecting it. The teacher is more removed, her sphere of influence is broader, her acts take on great significance to the child. Teachers respond very differently to this hero worship. Many ignore it or fail to attach any significance to it. Others are aware of the children's admiration and endeavor to merit it. Still others feel in this position a sense of power and capitalize it.

Fortunately, teachers are becoming more and more interested in using their position to help children live more completely and fully. They are seeking to understand why children behave so differently, why it is that reprimanding John for carelessness results in greater care, while the same remark made to Sammy causes him to become sullen and resistant. They seek to know what approach on their part will bring about a cooperative response on the part of the child.

ALL CHILDREN wish to be noticed. All things being equal, they would prefer to secure attention by approbation rather than by disapproval. However, attention they must have, and if this is not secured in a reasonable length of time by conforming to requirements, the child's energy will be directed toward securing attention by negative means. The teacher who seeks to gain cooperation from children must give each one a chance to receive legitimate honor. The self important air of a child who has been asked to pass the cups is very gratifying if the child is one who has sat meekly in the corner most of the day. It is most amusing to see a mischievous twinkle give way to dignified sobriety when an eight-year-old is given responsibility for a group plan.

Possibility of gaining success if real effort is made must be within the grasp of every child. Achievement develops a feeling of self-confidence, the incentive to put forth greater effort when obstacles arise. Continued failure, on the other hand, is depressing; lack of confidence is the result. When an obstacle is faced, the child is unable to mobilize his abilities because doubts concerning his success disperse his energies. There is no one thing that will succeed in deadening a child's initiative more completely than continued failure to meet the expectations of those around him.

A SCHOOL guidance program seeks to put within the grasp of each child the opportunity to receive attention legitimately and to achieve success with an adequate expenditure of effort. This means that greater attention rather than less must be paid to grade placement. Classification must be considered in terms of the child's ability to succeed in subject matter, to compete with children in the group, to maintain the degree of effort commensurate with his abilities. However, the teacher is the most significant factor in any guidance program. The personalities with whom the child comes in contact will weigh far more, ultimately, than the type desk, the textbooks, or even the recreational program. Human relationships form the fundamental ground work for the development of constructive personality development.

—GERTRUDE P. DRISCOLL

"THE force of a single individual, working alone and creatively in the plastic realm of thoughts, is the force that changes the world. . . . Little by little, in the forest and laboratory and thinker's den, our civilization has evolved—through individual man and only through individual man! It is important that we recognize this fact—important because we must not, if we cherish civilization, discourage or maltreat individual creators." By FLOYD MCKNIGHT. Quoted from *The Activity Program* by A. Gordon Melvin, New York: Reynal and Hitchcock, 1936, p. 260.

Successful Living and Guidance

ALICE V. KELIHER

WE WATCHED the baby with great interest. She was forty-eight weeks old. It was after bath time, and she was playing in the water with a floating toy. She watched the toy float, then picked it up delicately with her finger tips. (She had just recently acquired the control necessary to grasp things by her finger tips.) As we watched, obscured from her vision, she patted the toy; then, experimenting, placed it on the water. Discovering that it would again float when she set it down, she pushed it about in the water. Again she picked it up, again put it back, again pushed it. Over and over she repeated this activity, obvious pleasure recorded in her smile. Surely she would tire and her attention, said to be fleeting at her age, would flag. But for minutes she persisted in this experiment, then turned and gave the toy to her mother with a happy laugh.

A group of boys in a first grade room were constructing a garage of builder boards. They had four sides completed. The problem was the arrangement of a roof that would remain rigid. The pieces of builder board were only half long enough. They had to be bolted in the center. When they were set on the walls, they sagged in the middle. This was distressing. Two boards bolted end to end for props also sagged. Additional bolts did not improve matters. One after another different solutions were attempted until, finally, one boy brought planks from the work bench. The group set to work placing the short builder boards across the planks and, after a half hour of earnest effort, a rigid roof was built.

A sixth grade was working at social studies. The Connecticut Tercentenary was the center of interest. Individuals volun-

"The one most significant contribution which teachers of today can make is helping children in facing a complex, changing world without fear, with realism bulwarked by inner richness." Miss Keliher is Chairman, Commission on Human Relations, Progressive Education Association.

teered eagerly to become members of groups who were to secure information about certain early settlements. The different groups held brief discussions, planned their approach, and disbanded. The children went to the reference table, looked at titles and tables of contents. As they found pertinent matter they took the books to their desks and made notes. One group member, searching for data about an obscure village, patiently scanned titles, contents, and indices of several dozen books; consulted the encyclopedia; talked with the teacher and, with a fresh lead, found a newspaper clipping which supplied the information he needed. We watched him for forty minutes. When we left, he was making notes intently.

Johnny had been in the cellar since his return from school at four o'clock. Intermittent sounds of hammering and sawing broke the late afternoon quiet. The clock struck six. Father came in. "Time for dinner, Johnny. Come up now and wash." "Just a minute, mother, I'm putting the last wheel on now." Several quick, triumphant raps of the hammer and Johnny emerged, grinning and dirty. The truck was finished! A coat of paint the next afternoon, and by Thursday his applebox cart would be ready to trundle over his new *Saturday Evening Post* route.

The baby, the school beginners, the sixth graders and the boy in his cellar workshop—all in their own sphere striving toward

success. Common to all of them were their interest and persistence; their willingness to pursue their task with real effort despite obstacles. Anyone, taking thought, could replace these sketches with observations from his own experience. Yet the skeptic insists on harboring the mischievous notion that children, given some choice in what they are to do, will choose to loiter—a notion held over, no doubt, from the skeptic's own school days when his only choice lay between doing or not doing what already had been decided for him.

A more mischievous idea is that children do not have innate desires for success; that they will be satisfied with slipshod results; that they will lose the mental discipline of being forced to a task. The baby, not yet a year old, gives the lie to this notion. Her taste of success spurred further effort and further repetition of her successful experiment. The six-year-olds stayed with determination until the roof was made. Perhaps the trouble with the skeptic is that he is not willing to permit the standards of success to be dictated by the stage of readiness and the innate capability of the individual. The four-year-old at the easel splashes color randomly. The senior high school art student assists in the making of a tapestry of rich color and intricate design. Each labors at his task. The success of each must be judged by his own readiness and ability to satisfy his own needs.

The standard of the completeness of the job done must also vary. The four-year-old will see his painting completed as soon as he has splashed enough color on the paper. The high school student will carry over his interest for many days until the tapestry satisfies his innate desire to create a product satisfying to his more sophisticated demands on himself. There is an impulse toward the desire for completeness of a job in most people. They lose it in the piece-meal assorted assignments of the formal schools.

Perhaps, too, the skeptic fears that the rôle of the adult so loses significance as to

imperil his satisfying position of dominance. Often the rôle of the adult is, and should be, aloofness; often assistance and guidance. The baby's experience was valuable because it was uninterrupted by an over-anxious mother. The problem of the roof in the first grade yielded better learning because the boys solved it themselves. There are successive stages in most tasks, stages determined by the purposes of the learner. To go from one stage of accomplishment to another, the child often requires the help of the adult. This does not, however, give the adult the right, so often seized, to make decisions, to interrupt, and otherwise to short-cut the learning of the child in order to hasten the ends desired.

We have all seen situations in which a young child has made great efforts to put on his own overshoes. An impatient mother who might have waited one more minute for the child to succeed does the job for him, robbing him not only of success, but also of the chance to build a habit of completing the job for himself. Guidance is often needed when a child faces situations that are too difficult for him to face alone. Or the child may need help over a rough spot in order to proceed independently. But often so-called guidance, in reality, snatches from the child his chance to become a bit more independent; his chance to realize accomplishment through his own effort. Two things are difficult for the adult, mother, or teacher—patience and the willingness to help a child to do without help.

After all, success is essentially a matter of mental health. The "good tone" of the "good life" is a feeling of successful living. The modern school should place all children in situations conducive to this feeling tone. Here the sensitivity of the guide to the inner life of children is of extreme importance because situations which will yield a good feeling tone for some individuals will not for others. Some people need to feel their success more in social areas; others, in aesthetic or



Interest is at the root of effort

Photograph by Lena Towle

perhaps intellectual areas. If there is to be flexibility which will make this desirable feeling tone accessible to all, the scope of what is meant by "success" and the areas of accomplishment must be broadened. No longer must a person read well to be a success. He may paint well, sing well, or live well with others—much the most difficult.

If we accept "successful living" as the criterion, there is room even for intrinsic failure. We hear so often the question, "How will children learn to take the hard things of life—the failures—if their childhood knows no failure?"

There are two kinds of failure for children: failure which we put in their way—failure which they cannot comprehend, such as marks and promotions; and failure which comes as a part of a task they have agreed to do. The boys failed with the roof many

times before they finally built it. But because it was *their job* they surmounted the failures and ended with success. We have seen many, many cases in which sheer drudgery was a necessary part of the accomplishment. "Successful living" is not synonymous with "easy living"!

Moreover, the new school is coming to view success or failure in terms of social objectives. Today's child lives in a socially compact world. The individualistic treatment of the student is giving way to guidance of the individual in a group. The astute psychiatrist now studies "group patterns." Almost as though one stood on Mars and, with a long ladle, stirred the human ingredients about until a new social concoction was formed, the modern student of guidance sees the problem of dealing with individuals as they are changed and modified by their group

and, in turn, as the group is changed and modified by the individual. They have learned that there is an organism larger than the individual person; that groups of people have an organic structure of their own, group motives, and group success. Change the ingredients in a group, withdraw an aggressor, add a timid soul—you have changed the social organism. Change the aggressor—everyone in the group changes to some extent. Bring out the timid soul—everyone in the group somehow changes his response. Clinical guidance of the single individual is necessary, but far more important for life is "group guidance"—the building in a social setting the social habits of individuals.

The old notion of success was individualistic. In the old days it was simple. As children, we worked to sit in the first seat in the first row. We lived quite apart from the pair of ears ahead and the pair of feet behind. The elements of success were clear. We were most successful when we attained the first seat; when we got "Excellents" on our report card. We felt smugly comfortable when we alone knew the answer and kept it hidden for the kill. We made the honor roll. Our teachers kept a daily marking book. We were successful. At what? At getting "Excellents," at being uncooperative, at beating the other fellow, at being selected out of the crowd.

What of today? What new elements call for new criteria of success? A war-torn and hungry world begs for social understanding, open-mindedness, tolerance and, above all,

the ability of people to think and work together. A new technology presages an age in which the inner life of man must achieve a new richness and content apart from the mechanics of living. The day calls for living artistically. The world situation calls for a stress on human attributes quite different from those on which our frontiers were conquered. Needed attitudes must be built from very early childhood in terms of the changing social conditions. Schools must know children and their development. We must take into account their readiness and their ability at different stages of their growth; we must take into account the individual differences in children—differences which grow in number for us as we acquire the insights into subtle forms of behavior. We must give full realization to the psychology of effort, at the same time building in the child's mind standards of accomplishment which do not permit loitering and shallow gleanings. These insights we will secure if we can truly learn from the baby, the first-graders, the sixth-graders, and the boy in his cellar those elements of persistence, doggedness, vitality of interest, and concern that appear when human motives really are touched.

The one most significant contribution which the teachers of today can make is the assistance that they may give children in facing a complex, unreliable, changing world without fear, with realism bulwarked by inner richness, and with a dominant "feeling tone" of a zest for living.

Hazards of First Grade

CATHERINE W. BRACKETT

"MOTHER, what do children learn in the first grade?" asked Bobby who was seated at the breakfast table with a large bib spread carefully over his new suit.

"They learn to read," replied his mother.

"But Mother . . . ?" called Bobby.

"Now, Bobby," his mother reminded him, "hurry and eat your breakfast or you will be late on the first day of school."

"But, Mother, just one more thing," said Bobby. "Will I learn to read today?"

Bobby's mother, like most parents of six-year-olds, assumes that now her child is in the first grade, he will learn to read. While he was in the kindergarten it was all very well to go on excursions to the farm or train yard, to build with blocks or to paint. But now there will be no more play of this kind. Each day when he returns from school she inquires anxiously, "Well, son, what did you do in school today?"

"We took a trip to see the ferry-boat come in, and then the teacher wrote some words on the board, but we did not get a book," replies Bobby.

His mother has some doubt concerning this procedure but consoles herself with the thought that they do things differently these days. These misgivings disappear the day Bobby bursts into the house, the proud possessor of his first book. Little does she realize that he may not be acquainted with the meaning of the three words under the picture on the first page. Now that he has a book, of course he is well on the road to reading. However, the chances that Bobby will learn to read are dependent upon many factors other than that he is six years old, is in the first grade, and possesses his first book.

Learning to read is a complex skill. Not only must the child be able to associate the

Miss Brackett, consultant in child guidance, Child Development Institute, Columbia University, points out that although the acquisition of reading skill appears to be the greatest hazard of first grade, there are other skills of greater fundamental significance which if not acquired will prove more hazardous later.

meaning of the word with a symbol, and have adequate visual and auditory discrimination to differentiate between words, but he must have developed also the ability to focus his attention upon one idea for a relatively long period of time. Children differ in these three fundamental abilities as much as they differ in their physical appearance and personality characteristics. The school faces a real problem in trying to determine the ability of each first grade child along these lines.

Early in the term the teacher should find out which children are well equipped with respect to these three abilities, since they may be expected to attack reading with a real chance for success. Unfortunately, this group is a very small percentage of the children enrolled in the first grades throughout the country. Research studies disclose the alarming fact that the largest single cause for school failure in the primary grades is due to failure in reading. Obviously, then, this is the greatest hazard of the first grade, since it is here that so-called "beginning reading" is taught in the majority of our large public school systems and in many private schools. Unless there is some program for the detection of children who are not equipped to master this fundamental skill, the school is soon faced with the necessity for having to set up some kind of a remedial program, and thousands of children start their school career with a failure.

Ability to associate the meaning of words



Child Development Institute, Columbia University

The daily routine of a child's life, previous to his entrance in school, offers abundant opportunities for developing habits of independence and concentration

is dependent upon innate intelligence, the child's familiarity with the language, and the extent to which his environment has provided him with a variety of experiences on his own level of understanding. It is generally agreed that innate intelligence is determined to a large extent by the rapidity with which individual children are capable of learning. The more intelligent the child, the greater will be the ease with which he makes associations. If this were always the case, it would be a simple matter to insure success in reading by placing children in homogeneous groups according to their intellectual capacities. Unfortunately, the problem is not so simple as this. While it is undoubtedly true that reading failures are more prevalent

among children of limited intelligence, the reverse is not always true. Richness of associational processes pre-supposes familiarity with language concepts, and these depend largely upon the kind of environment in which the child lives. Fortunate, indeed, is the child who has had varied experiences which have interested him in the world about him, opportunities to know other children of his own age, and companionship with adults who have had a wholesome interest in his well being. Such children have acquired a wealth of information which creates spontaneous interest in words and ideas.

Well-developed visual and auditory discriminations are essential for adequate recognition of words and phrases. When any one of the sensory organs is even slightly deficient, the total learning process is made more difficult. Marked disability is usually discovered early, but it is extremely difficult to determine a minor loss of sight or hearing with a child of six years of age. Accurate determination of visual and auditory acuity requires a careful examination by a specialist. The routine health examination in school seldom reveals

these minor disabilities, and consequently, many children attack the complex skill of reading with unsuspected handicaps.

Ability to focus attention or to work consciously toward a goal is largely dependent upon the development of good work habits and general emotional maturity. Power of attention is dependent upon attitudes which have been built up since early childhood. The daily routine of a child's life, previous to his entrance in school, offers abundant opportunities for developing habits of independence and concentration. Freedom to develop independence in the daily routine tasks of dressing and undressing, learning to feed himself, caring for his belongings—all foster self-control in carrying through an

activity to completion. Play materials that are carefully selected in terms of varied uses and sturdiness serve also to develop interests and thereby to increase the length of time a child works at a task.

Differing greatly in abilities, experiences, and innate intelligence the six-year-old enters the first grade and is expected to learn to read. The teacher is faced with two immediate problems: she must determine the general readiness of each child for attacking reading, and at the same time she must be always on the alert for the child whose ability and background prevent him from participating successfully in the work. She knows that with many children she will have no need for concern, while with others she will have to vary her procedure in terms of this difficulty. Let us consider some children who illustrate these problems.

Julia is the type of child the teacher can expect to succeed in attacking reading—her first academic skill. She had just passed her sixth birthday when she entered the first grade. On the first day of school she was delighted to see

her friends of last year, and they were just as glad to see her. She entered with a feeling of elation over the reunion, and with great anticipation of the new things she would do. At the end of the first week she wrote "Julia" on everything she could find. Each time that she succeeded in making her name look right she expressed her delight with a skip. Before long she could put her name by the word which said "orange juice," which indicated she wished it for lunch. When the teacher wrote something on the board, she watched intently so that she would know just how it looked. She was "always on the job" and in the place one expected her to be.

Julia's parents, as well as her teacher, were largely responsible for her success in the first grade. She was an only child, and the parents realized that particular effort would have to be made to avoid "spoiling" her. Both parents were away from home during the day, so a reliable person was found to care for Julia in their absence. The mother worked out a daily schedule with the maid and asked her to note Julia's responses to it. Each evening after Julia was in bed, the mother and the maid discussed the happenings of the day. Soon a very workable program had been evolved. In addition to this program, the mother enrolled Julia in a play



Photograph by Lewis W. Hine, Ethical Culture School, New York City

Learning to cooperate with others and to follow through on plans that have been made

group so that she could have companions of her own age. From time to time the program was changed so that Julia realized that thought and care were being given to her. Even though she saw relatively little of her parents, she had no reason to fear disinterest on their part.

Billy also anticipated his experience in the first grade. He was a well-developed child physically, and entered into all the school activities with enthusiasm and abandon. He quickly learned the school routine and the names of the various children. However, he could not center his attention on one activity except for very brief periods. In the group discussions he seldom made a relevant contribution because he was so easily distracted from the job at hand. He was always the first to see a visitor enter the room and would stop what he was doing to offer her a chair or to inquire her name.

The unfinished paintings and woodwork in his locker bore evidence of the fact that he had many ideas and the ability to execute them, but that few of these ideas ever resulted in a finished product. His great interest in the activity around him would cause him to leave his work, and once he had left a job, he seldom remembered to return to it.

Billy, like Julia, seldom saw his parents. His father's business kept him from home for long periods of time. His mother was interested in club work and civic activities, so that he was left in the care of a series of incompetent nurse maids. As long as he kept out of their way and did not get into serious difficulty, little concern was felt for him. It was not surprising that he should develop a carefree and happy-go-lucky attitude which made it impossible for him to settle down to a job which required real effort on his part.

From our understanding of children's behavior it is evident that the child's home life plays an important part in determining his success in school. Nevertheless, the school's responsibility is almost as great as that of the home. The teacher's personality, her skill in stimulating the interests of six-year-olds, her understanding of child behavior, and the attractiveness of the school environment all have a pronounced effect upon the child's response. Alice illustrates these points.

Alice entered the first grade in a large public school. Her family had recently moved to the

neighborhood so that Alice was a stranger to the teachers and children. She was placed in a group where there were already forty other children. The teacher was a brusque, capable individual who prided herself on the fact that children knew how to behave in her classroom.

The first day the teacher changed Alice's place three times and told her not to forget the last place as that would be hers. She spent the rest of the morning clutching her new pencil box and watching the other children. The morning seemed very long but at last it was time to go home.

During the first week of school no one paid any particular attention to Alice. The majority of the children had known each other the previous year in the kindergarten and they were not interested in a new little girl who did not have much to say when she was spoken to. Alice tried hard to follow the teacher's directions "to sit still and not talk."

She learned where to hang her hat and coat in the cloakroom, and her place in the line when the children came into the room or left it. After the first week, Alice showed great reluctance in going to school. Her mother reported that she literally pushed her out of the door.

At the beginning of the third week, Alice and two other children were transferred into a group that was less crowded. The new teacher came to meet them, asked each one his name, and then introduced the three of them to the group.

"Children," she said, "this is Alice and this is Charles and this is Nancy who will belong in this group. Would someone like to show them where to hang their things?"

One child helped Alice. She took her to the cloakroom, found a hook for her coat and hat, and accompanied her back into the room. On the way Alice learned that her friend's name was Ruth, and that she owned a dog named Pete. The teacher gave her a seat next to Ruth's.

From that day Alice was eager to go to school. Her chances for success were increased when she was placed with a teacher who realized that a timid child needs help in order to feel at home in a group, and that she must feel at home before demands are made upon her in the acquisition of a skill. One cannot predict what the outcome would have been had she remained under the guidance of the first teacher.

Occasionally there are children who fail in the first grade even though they may be under the guidance of the most skillful

teacher. Stanley was just such a child. His mother wondered whether he really had the intelligence of a normal child. She reported that he had always been slow, had talked much later than other children of his age, and that his motor coordination was very poor. Then when the teacher assured her that Stanley was well above average in intelligence, she could scarcely believe it.

In the classroom Stanley seemed to be conforming, and yet when observed closely, it was discovered that he really did nothing on his own initiative. Occasionally he joined a group who were building. At such times he would do the fetching and carrying, while the others did the actual work. If he made a painting, he destroyed it before it was finished because "it wasn't any good." He did make one clay bowl which he carried home to his mother at Christmas time, but each time thereafter that he worked with clay, he made only bowls.

He frequently got into difficulty when on the playground. The other boys knocked him down, would not let him play in their games, or took something from him. At such times he would revert to tears, stamp his feet, or withdraw in gloomy silence. It is not surprising that he made very little progress in reading. His mother felt that he could if he would only try, but Stanley would not trust himself to try because he was afraid he would fail.

How could he have any confidence in his own ability when he has always been surrounded by fears and doubt? Probably there have been few times in his life when he could remember the feeling of satisfaction in having the approval of others.

Although the acquisition of reading skill appears to be the greatest hazard of the first grade, this is true only to the extent that it

focuses attention of parents and teachers upon the adequacy of the child in meeting this first measurable skill. He is also learning other skills which are of equal importance, for in order to be successful in this skill he must also be adequate in other phases of his daily life. Learning to cooperate with other children, to follow through plans which he has made, to control his emotional response in terms of the group demands are all of greater fundamental significance than learning to read. In the case of Billy and Stanley, it was the absence of these abilities which prevented them from making a successful attack upon reading.

The main purposes of the kindergarten are to stimulate the development of good work habits, to familiarize children with the world in which they live, and to provide them with experiences in group living. Success or failure in the kindergarten is not measurable according to a tested standard such as reading and, therefore, the significance of the child's responses to this kindergarten curriculum is not fully appreciated by the lay public. Children need time in which to acquire these fundamental abilities which are in reality patterns of behavior. If they come to school with these patterns well developed, they probably will be ready immediately for the acquisition of a skill such as reading. However, if their experiences up to this time have failed to develop these abilities, the school must provide a means whereby they will be acquired before more complex skills are introduced.

Why Sally Became Indifferent

MARTIN P. CHWOROWSKY

SALLY B. had gone back to school for her fourth year. On the opening day her mother had come with her to meet the new teacher, and to tell her that Sally was a little under par because she had had a tonsilectomy a month before. Miss Hubbard, the third grade teacher, had assured the mother that a little loving neglect was all Sally needed to become herself again and to catch the stride she had been setting for the past two years.

A week after school opened, the children in Sally's room were given their annual physical examinations. The school physician noted on Sally's blank that a first-class tonsilectomy had been performed, and called attention to two letters he had written her parents in reply to their query whether he thought the operation was necessary or not. He had assured them that it was not, pointing out that he had seen and examined Sally's throat every day for the past three years and that in that time Sally had had an inflamed throat only three times (one a year) and one mild attack of tonsillitis. (The family physician had decided that the tonsils must come out.) The school physician also commented on her preschool health record which showed that she had been relatively free from cold infections and other illnesses. Except for the attack of tonsillitis in the early spring, she had never been out of school for more than two consecutive days. Except for certain difficulties during her first months in kindergarten, her general developmental record was normal, too.

After eight weeks of the new school year had elapsed, it became evident that Sally's progress and quality of performance both in school and at home were inferior to that shown in her first three years of school. When a note came from the principal sug-

Mr. Chworowsky, principal of the Falk Elementary School, University of Pittsburgh, presents a case study of a normal eight-year-old girl, describes what was done to find the causes of her difficulties, and what guidance was given in helping her resume satisfactory progress both at home and at school.

gesting that they discuss Sally's work in detail, Miss Hubbard made a careful study of her daily notes, and discussed Sally with the special teachers, the doctor, the psychologist, and her mother. A week before the scheduled conference, Miss Hubbard asked that the entire staff be invited to participate. She had begun to suspect that Sally was not a convalescing child but rather one who was going through an emotional experience which threatened to wrench her from her moorings.

At the staff meeting Miss Hubbard presented many of the facts available about Sally. She was the younger in an average middle-class home. Her sister was nine years her senior. Sally had had only casual contacts with younger children up to the time she entered kindergarten at five years of age. These contacts were chiefly with cousins one to three years older, all boys. Sally never seemed at a loss to know how to fill her days, and she did not seem to have demanded excessive attention from her family. There was the usual mention of temper tantrums, but by the time she entered kindergarten, she had not had a tantrum in a year. Her physical development was above average. Intellectually, she was superior as measured by information and intelligence tests given after the first month in kindergarten. Socially, she was above average, except in her contacts with children her own age.

Miss Hubbard went into some detail about Sally's kindergarten experience. The kinder-



Photograph by Wendell MacRae From "Willingly to School," Round Table Press

My little brother needs help in learning to count and to do things

garten teacher had encouraged the children to bring toys from home. Sally always brought something, but would not share it with the other children. She often would put away her toy and admonish the children that they were not to touch it. Then she would make advances to join the play of the others. Sometimes she was accepted, but more often, as time passed, she was rebuffed. Once Sally had brought a doll. She contributed it to the doll corner while she played house with the other children. When she tired of the play, she took her doll and put it in her locker. Although the other children wished to continue their play, Sally refused to let them have her doll. This broke up the activity. Two of the children who had been playing with her went to the blocks and started to build. Sally came to join them, but they refused to admit her to the group. One of the children said to her, "You can't play with us because you spoiled our doll party." Sally offered to bring more blocks to the builders and tried in other ways to

work herself into the group, but her efforts were without avail.

After several such encounters, she seemed to understand the connection between her actions and the reactions of the children toward her. Sometimes she would barter her toy for a place in the group; on other occasions she would catch herself as she was about to proclaim her absolute ownership and merely remind another child to take good care of her plaything. She finally reached the stage where she would offer to bring things from home to help some of the children along with a small project they were developing. Once she brought two wheels for a group of boys who were building a large airplane.

The kindergartner's notes emphasized Sally's emotional tension whenever any of the incidents above mentioned arose. Sally's unwillingness to share her toys was a little unusual; she was unduly fearful that something might happen to them. This point was discussed with her mother who said that the

father exemplified at home the very traits the child was showing at school. Not only by example, but also by precept did he impress upon his children that property rights were absolute and that selfishness was synonymous with respect for individuality. In a conference with the father, the kindergarten had told of Sally's difficulties. His first reaction was to have Sally leave her things at home, but he soon saw that this would be unwise. He admitted, finally, that he had the same attitude that his daughter had. When the teacher discussed with him his and Sally's attitudes toward what was theirs, he said perhaps that he was getting a good deal of satisfaction from his child's selfishness because he had "slaved" to give her and himself the things they were able to have.

Miss Hubbard reviewed briefly Sally's progress through the first and second grades. In neither year were there any special problems. A Binet test in the first grades showed her I.Q. to be 120.

While visiting with the children in second grade, preparatory to making her own plans for their work in third grade, Miss Hubbard had discussed with them what they would like to do. It seemed clear that a unit about how other people in the world get their food would be a most worthwhile undertaking. Sally had taken a leading part in the discussions, not only relating incidents which had been told her by her father, who had traveled widely, but also suggesting certain small projects which might be developed, such as making a collection of dolls from different parts of the world. From her record in the second grade, Miss Hubbard learned that Sally was not only a girl with many ideas, but a capable worker, recognized as such by all her peers.

So far in the third grade Sally's promising participation was dormant. Her record for this year showed that she was often late in arriving at school. She seemed to fatigue easily. Her mother had reported that she was

not eating or sleeping well. She had lost five pounds since her tonsillectomy. At home she was irritable, uncooperative, and continually quarreling with her older sister with whom she had always been on the best of terms. She seemed tired when she returned from school, yet resented taking a rest or having to play by herself. In school Sally did what was asked of her. She seemed to show a special dislike for boys, although in the second grade she had played with them as much as with the girls.

When the group decided to start their collection of foreign dolls, Sally displayed no interest whatever. She ignored the fact that she had made the original suggestion. It was only after much urging that Sally brought dolls from home. All the behavior which had been observed in the kindergarten in connection with her property appeared once again in the third grade. Only now she carried her objections to further extremes. When she finally did bring her dolls to school, her mother reported that Sally had agreed to take them only after she had threatened to do so if Sally would not. She offered all kinds of objections—that the shelves in her room would be too bare, that the boys in her room were too rough to handle dolls, that the display cases where the dolls were to be exhibited could not be locked, and that other children were going to bring the same kind of dolls.

After putting these facts before the staff, Miss Hubbard told how she had been dealing with Sally: letting her alone without making her feel she was being neglected; but went on to explain that she did not feel she had come to grips with Sally's problem. The school physician's report and the comments elicited from the mother raised the issue of some budding maladjustment.

Miss Evers, the second grade teacher, asked why nothing had been said about the arrival of a new baby that summer. Miss Hubbard had heard nothing about it. She and Sally's parents had talked often about

Sally and her older sister, but no one had ever mentioned the baby. Miss Evers then suggested that it might be worthwhile to discuss Miss Hubbard's report in the light of this new fact. To give more background, she illuminated the facts in the school records which showed that Sally was the younger of two girls, eight and seventeen years of age. Essentially the picture was that of a child who was the baby to everyone in the family. Miss Evers suggested that a good deal of Sally's trouble in the kindergarten was traceable to this fact, almost as much as to the pattern set in the household by the father. In her opinion, both influences were at work, but the familial desire to protect the baby and what was hers was perhaps more immediately a factor.

The kindergarten teacher then reported a conference between her and the parents in which she had pointed out this possibility. The mother had jokingly blamed the father for making Sally so fussy about her toys and books, and the father had rejoined with the remark that the whole family seemed to cater to the youngest. To drive home her point, the kindergartner had related other instances in which a child in Sally's position in the family had developed the same behavior tendencies. The conference had closed with the father's summary that it would be well for the whole family to budget their catering a little more discriminately.

The school physician reiterated his position that Sally's basic trouble was not physical. The school psychologist gave his opinion that something had occurred to undermine the child's sense of security. All the staff

agreed that Miss Hubbard should confer with the parents in the light of the suggestion Miss Evers had made, and that in school, measures should be taken at once to give Sally definite responsibilities which would make her feel more important in the group. The meeting adjourned with the understanding that Miss Hubbard would report again on Sally six weeks after the Christmas vacation.

In the subsequent staff meeting, Miss Hubbard told of the satisfying progress Sally had been making both in school and at home. At school she had responded to the challenge the teacher had created, not only by discharging her committee and housekeeping duties with dispatch and care, but also by taking a new interest in all her work. She was gradually winning back the place of leadership she had had in the group for the past two years. Her attitude of antagonism toward the boys in her room had changed to one of cooperation. Once as she was helping them clean up after an activity period, she remarked, "You boys are almost as clumsy as my little brother. I'll help you, too." At home most progress was apparent during the vacation when the parents acted upon Miss Hubbard's suggestions to make Sally feel a little more important by giving her definite tasks to perform, especially some that would be a help to her little brother. Sally's sister enlisted her cooperation before the holidays in a Sunday school toy repair project. She responded hesitatingly, but grew more enthusiastic as time passed, and summed it all up with her remark, "I'm no longer the baby in this family."

Emotional Development and Guidance in Nursery School and Home

LOIS BARCLAY MURPHY

A THOUSAND descriptions of the emotionally mature person could be given by as many people over the face of the earth, and these would vary with the characteristics of the culture from which they came, and their own rôles in it. The conception of emotional maturity which underlies the following discussion assumes that some important characteristics of the emotionally mature person in our culture are these:

Strong interests in things—may be varied or concentrated

Deeply satisfying emotional reactions with people

A capacity to accept changing conditions

Self-confidence, especially in regard to one's ability to contribute constructively to the group

Not long ago we used to hear a great deal about vitality and richness of living. In fact, we still do in many quarters—particularly among those social leaders who are concerned over the paucity of resources which most individuals have for meeting the increased leisure created by technological change. Perhaps the greatest charm of the United States is that which has come from the variety of mood and feeling it has drawn from different nations; it includes the hot-headed Italian, the shrewd Scot, the gay Irish, the warm German, the dignified Briton, the vigorously intellectual Jew, and the quickly rhythmic Negro. Culture which has been fed from these streams cannot grow by an arbitrary channeling or stereotyping of emotional response. Yet one seldom hears much about vigorous, colorful living and feeling in nursery school circles; there, we are chiefly concerned with adjustment, freedom from emotional reactions, well-ordered routine. The

Mrs. Murphy, member of the Social Science faculty, Sara Lawrence College, Bronxville, New York, presents a controversial issue with more than a little justification for her point of view. Readers are invited to express an opinion on Mrs. Murphy's criticisms and suggestions.

absence of intensity in all its forms, even, it seems, the absence of emotion, is the negative standard to which the young child must conform. This, of course, is futile for it goes directly contrary to the most characteristic patterns of our excitement-loving age. It merely postpones the real guidance of emotional development until later years. Parents who are wise will want to see to it that roots are established which are not only strong but capable of producing appreciations and responses that are socially valuable and personally enriching.

Yet in these days, the life of many children after they begin "real school" rapidly becomes so filled with clubs, after-school gangs, and going to the movies that parents have little chance to lay foundations for possible interests of any other sort that will carry over to mature life. If deep-rooted interests and close family ties are to be established and grow into mature years, they must begin during these preschool years before all the competitions of mechanized amusement and institutionalized social arrangements have their innings.

We want to ask, therefore, how these interests and this emotional vitality are to be developed? What are the respective rôles of nursery school and the home in contributing to them? The questions themselves suggest that these qualities may be developed by

(1) stimulating and encouraging the spontaneous responses and appreciations of individual children, avoiding pressure to conform to a pattern, helping each child to build on his own interests; (2) avoiding overprotection from emotion, and this means avoiding too rigid routine; having opportunities to meet changes and cope with different personalities; (3) allowing the child to have warm personal relations with vividly responsive personalities.

Let us consider, first of all, what happens in the average home, and then in the nursery school so that we may see how each can supplement the other in contributing to the child's emotional development.

In the give-and-take of an average good home and neighborhood life a child finds love and companionship—the gay excitement of opening packages at birthdays and Christmas, of sharing in preparation of packages for others to open; the thrills of the first trip to the zoo, the ferry rides, the first train; the anticipation that goes along with waiting and saving for a specially longed-for toy; the impressiveness of the first Indian suit; the satisfying outing and "doing things with" a daddy who understands what small boys like. He learns also to get along with different kinds of people: dallying makes mother cross; using egg beaters in the sand-pile brings a black look from the housekeeper; getting out of bed before he is called in the morning may result in a parent too tired for the usual song and dance before breakfast. Bedtime stories come when undressing goes quickly; and if supper is finished promptly, there is an extra long piggy-back ride.

This is the everyday stuff of home life—the experiences through which the child learns the meaning of fun, caution, disapproval, affection, sharing, compromising, dominating, and helping—long before he knows the words for any of these. Fears develop, wane, and are outgrown; negativism and a quick temper may grow into strong

character; affectionate dependence upon a mother may lay the foundation for devoted interdependence and sharing in marriage. Tragedies of hurt feelings leave scars big and little, but they may also teach us to be more imaginative about other people. All this is of the core of the process of growing up; we hear much of traumas but little of the emotionally shallow person, though his tragedy may be even greater than that of the scarred victim of emotional tragedy.

In connection with some recent research on social behavior in children, I had occasion to observe rather closely the purposes and techniques of teachers who were supervising children in the nursery school and mothers who were trying to cooperate with the nursery school in which they had placed their children.

The first thing that struck me about the parents was the difference between the ones I am calling independent and the dependent ones. The dependent parents were those who accepted the word of nursery school and nursery-school teacher as gospel, and without question. The attitude of one such mother toward choice of children's reading or problems of emotional adjustment was expressed in the remark, "I'll do whatever the nursery school tells me to, of course!" The independent ones, on the other hand, were interested in the nursery-school procedures, tried to be cooperative, but also reserved the right to their own philosophy of child education, based upon the combination of suggestions from the nursery school, other experiences with children, psychological and social science background, and their own life experiences.

Now the dependent and independent parents are a problem in themselves for discussion, which I cannot go into here. What interested me most was the number of dependent parents who thought that adequate emotional guidance of their children consisted primarily in keeping them away from emotional experience. This did not apply to

physical fear—at that point parents fairly consistently tried to help the children face and overcome fears rather than keep away from the everyday experiences of dogs, climbing on high boxes, noises, etc., that might stimulate fears. But it did apply to emotions such as anger and sympathy. On the assumption that any emotional expression of a child was a criticism of the parent, they systematically avoided all situations which would stimulate an angry response from the child, and also situations that would stimulate an actively sympathetic response. Since the child was prevented from knowing about fatigue, illness, or minor injuries of the parent, not only the emotional response was prevented, but also constructive helpful responses. Many of the children were therefore not only in a situation where everything was planned and done for them, but where even everyday opportunities for them to adjust to real needs of others were passed by.

The independent parents, on the other hand, reflected a feeling that they were expected to do this same thing when they said: "I don't think it's decent not to sympathize with a child's hurt and to let him sympathize with and help others when they're hurt." Another mother said: "At our house we laugh a lot and we also show lots of other feelings—I think a varied warm emotional give-and-take is more healthy than this forced objectivity—we can't stop laughing and loving each other or disagreeing now and then just because of the nursery school. A child grows through learning to control emotion, not through being protected from all emotional experience." In relation to protection from resistance, others said: "Spoofing a child into accepting all authority by making it pleasant for him is hardly building independent character."

It seems to me that these comments have important implications for a consideration of objectives in guidance of emotional development. First, do we mean to convey the

idea that all emotional responses whether of affection between parents and children or anger at frustration are undesirable? Or, have parents carried to an extreme hints for controlling emotional response and avoiding unnecessary waste of energy through emotion which parent educators never intended so literally?

I was also puzzled by certain observations of teachers' reactions to individual differences in children. One teacher commented that a certain small boy was the most negativistic child she had ever seen and implied that the mother's handling of him had been seriously at fault. On further observation this child stood out as an unusually perseverative child, whether it was a matter of carrying through a construction project or analyzing how something worked; it was very probable that the same perseverance which characterized his superior work was partly the basis for his prolonged resistance on occasion. The teacher did not seem to be aware of the fact that innate individual differences are probably just as striking in temperament and emotion as they are in intelligence, if not more so. Another teacher, watching a three-year-old delicately fingering the lines of a puzzle remarked, "Isn't it queer that John doesn't do anything with puzzles; he is such a bright boy." This child had a great interest in touch sensations of all sorts, would ask to be lifted up to feel textures of draperies or signs along a road, or follow outlines of pictures. Here again the teacher was imposing a general norm for response, regardless of individual differences in interest and sensitivity.

It is easy to see how both these tendencies—that of undervaluing emotional experience and failing to take into account individual differences—have developed in the nursery school. For the nursery school developed in this country in the hey-day of business and behaviorism, which are really linked and both of which are unsympathetic to individual feelings and responses to the

shifting color of personality and everyday events.

John B. Watson's first appearance in child psychology in 1917 was shortly after the peak of the "efficiency" drive, characterized by the increase of personnel administrations, "Taylor" systems, and other plans directed toward greater efficiency and less waste motion. The increased mechanization of work in factories was part of this movement. Emotion and social intercourse "interfere" with efficiency in this sense. What is wanted is action, smooth running, well-coordinated performance of manual tasks. This same Watson who later found his most congenial bent in an advertising company to which he went from the university shares the responsibility for the direction of certain educational trends in the nursery school. His *Psychological Care of Infant and Child*¹ was one of the most widely read books on child care, and his books on behaviorism were reaching the peak of their interest at the time nursery schools were developing their high tide in the late twenties. In various subtle ways, his influence permeated the nursery school movement. It was virtually assumed that any emotional reaction on the part of a child was a reflection upon the parent, and that the ideal child was a "well-adjusted" little creature who longed for nothing but another kiddiecar. The nursery school was also an institution which must run smoothly. Inevitably the demands for well-coordinated routine and efficiency of management imposed their values on teaching and guidance. "Resistance" of young children became a major topic of inquiry, quite naturally because it offered the greatest obstacles to efficiency of routine from an adult point of view. Yet it is probably just as bad for a child from eighteen months to four years to be in an emotionally arid atmosphere for three-fourths to nine-tenths of his waking time as it is for a child to be in an "institution." Actual in-

hibition of development of children in institutions lacking the stimulus of affection and emotional response has long been commented upon; the absence of it has been due, moreover, to the same need for large scale efficiency that dominates the nursery school.

This new Puritanism, based upon the efficiency drive, must inevitably depend for success and strength upon the success of the business for whose sake it was developed. But with business turning somersaults, with time and money arrangements which depend on smooth running business in a welter of chaos, the efficiency ideal becomes a joke. People find they need to have resources for satisfaction outside of "efficient," "successful" business activity. In other words, emotional, aesthetic satisfaction becomes more necessary the more unstable work satisfactions become.

The background of this new tendency to stereotype children's activity and to ignore the subtle range of differences in interest and ability shown from one child to another is even more plain. Since the whole field of child development was so new, one had, literally, to start from the ground up. It was of fundamental importance to get some orientation in the field of child growth and child behavior. It was only natural that this orientation should be gained through study of the intellectual, nutritional, habit-forming problems of children at different age levels. The awareness that a four-year-old with an I.Q. of 150 (or a mental age of six years) might have little in common with a four-year-old of average intelligence, led, to be sure, to discussion of "developmental level" rather than "age-level," but still children were seen in relation to norms, and subtler differences were largely ignored; emotional adjustment was evaluated in terms of general norms rather than in terms of each child's pattern of interests, abilities, and responsiveness.

We are, of course, up against a stone wall as far as our own success is concerned if we

¹ John B. Watson and R. A. Watson, New York: W. W. Norton and Company, 1928.

attempt to impose a pattern inherently uncongenial to the organism. Children may be conditioned, to be sure, but only within the range of possibilities of their own individual make-up. This is probably true not only of children but also of the total family situation, for each family has its own limited range of possible personality patterns just as a child has. It may be artificial to discourage one family from being affectionate and demonstrative and equally artificial to encourage another family to be demonstrative. The success of either individual or family would consist in the extent to which it achieved its own best balance of activity and restraint, expression and inhibition. This raises a question, of course, which becomes increasingly pressing to social workers, sociologists, and investigators in the field of child development: What is the effect on the personality of conflict either between his own organic make-up and external patterns, or between family patterns and patterns of educators?

We cannot dwell here on what the nursery school has to teach parents and give to the home—the nursery school has, in fact, said a good deal about that in the last few years! But if we are to indicate what the nursery school can learn from the home, we might offer a variety of suggestions.

The first is that the nursery school might do well to experiment with a greater variety of patterns; for instance, autonomous groups of four or six, each in charge of one person who is "in loco parentis" emotionally as well as business-manager of the group and stage-director; this might have marked advantages over the group of fifteen to twenty. It is quite possible that imposing the varied adjustments of such a completely different world as the multiple-teacher-large-group presents to a child of eighteen to thirty months is undesirable. Just at this age, the child's increasing grasp of language and motor activity is already providing a great many new problems. If some such plan as this is tried out, the constitution of the small

groups could be a matter of experiment also—children of varying ages give each other a different kind of experience from that afforded by a group of children of the same age. The routine also could be a matter for variation—more helping, working with adults, setting the table, straightening beds, helping each other put on clothes (instead of the artificial "independence" which demands that each child take off his own rubbers but offers no opportunity for cooperation) could be tried.

The second suggestion is that the nursery school might do well to plan other smaller groups in such a way as to encourage special interests and abilities or stimulate latent ones, instead of judging all children by their response to the blocks-tricycle-jungle-gym test of healthy development. Preferences for pictures, verbal play, drawing, rhythms, melody, social gaiety are recognized long before a child gets to nursery school. Yet children with interests like these have very little "chance" in many nursery schools. This possibility of having different nursery school groups for different kinds of children is already being discussed by intelligent mothers who are fast realizing that "progressive" education with its stimulus to initiative and freedom may be best for one child, while "conservative" education with its security-giving routine and quiet adjustment to a large group may be better for another child.

Guidance should recognize this range of possibilities and limitations of each child, the range of possibilities and limitations of each group, and try to adjust these to one another—with a balance of benefits to both.

Third, it might well be recognized that it is an open question whether any nursery school is better for all children under the age of three. Nursery school teachers frequently assume that nursery school will be good for any child regardless of the set-up, the size of the group, the age range of the group, or the interests of the children already in it. If the

child does not adjust, it is usually thought to be the parents' fault. As a matter of fact, the question whether a home or a nursery school is a better place for any child below the age of five probably depends upon the resources of the home, the character of the specific group into which the child would go, and the child's own particular needs and interests. This brings us to the question of the attitude of the nursery school toward the parents themselves.

Recent studies suggest that strong bonds between parent and child are frequently apt to precede strong bonds between husband and wife. In these days when every sociologist points to the collapse of religious, economic, political, and social buttresses of marriage and shows that it rests more heavily than ever on the strength of affection, it is important to encourage the capacity for sustained response on a deep emotional level. This is not to condone the possessive mother whose narcissism prevents her from accepting any deviations from her own pattern—whether they be her three-year-old boy's exuberant beginnings with slang or her thirty-year-old son's marriage choice. But in the effort to correct unfortunate results of certain extreme emotional experiences in and out of the family, we have missed the values of more normal situations. Through trying to avoid traumas, we eliminate the growth that comes through understanding and control-

ling fear, and through trying to avoid the dangers of overdependence we have tended to throw away the values of vivid human relations.

We scoff at the inhibited Puritans, yet we introduce a more stultifying pattern than Puritanism—this subtle rationalism that has dominated child development philosophies. Vivacity, vitality, warm emotional response and eager interests are part of the American tradition, and they grow in part from vivid give-and-take within the family. We suggest, therefore, that a final experiment of the nursery school might be that of "cooperating" with families, instead of expecting families to "cooperate" with them while responding with one hundred percent suggestibility to the "parent-education" that nursery schools outline.

We cannot over-estimate the value of what nursery schools have done—their contributions to the understanding of children's physical needs constitute an important milestone in the development of social science. But it may not be unfair to say that the nursery school has developed a Martha culture, concerned chiefly with kitchen and bathroom aspects of child development. When as much research on positive aspects of social and emotional growth has been made as has been made on nutrition, sleep, fears and resistance, we shall be in a position to test the suggestions that have been offered here.



Somewhere in the growing up process human beings begin to lose confidence in themselves, to lose sight of early goals, and to wonder what they are doing and why. We might take a tip from Tommy.

Teacher: "What are you drawing, Tommy?"

Tommy: "I'm drawing a picture of God."

Teacher: "But, Tommy, nobody knows how God looks."

Tommy: "Well, they will when I get through with this picture."

YOU who attend the convention of the Association for Childhood Education in New York April 28-May 2, 1936, will have the opportunity of seeing progressive teaching in many varied situations. The morning of April 30 which has been set aside for school visiting promises to be of more than ordinary interest.

New York City has been called the melting pot of the world and its schools are melting pots as well. Nearly all nationalities are represented in the schools as a whole, and many races may be found in a single school. Sixty typical public schools in different parts of Greater New York and its vicinity may be visited. Here are some of the possibilities:

You may be interested in children of American parents, either those living in congested city tenements or those fortunate enough to live in private houses. To visit the latter, it will be necessary to go to the less crowded boroughs or to the residential suburbs. This will give you a pleasant trip and a guide will keep you from getting lost.

You may wish to visit the Ghetto where your guide will lead you along narrow, dirty streets lined with push carts from which anything from a new spring coat to a dill pickle

Visiting New York Schools .

may be bought. You will find the schools well kept, the children—all of Russian parentage—clean, happy, and showing evidence of worthy citizenship in the school community.

You may prefer to visit a one hundred per cent Negro school in Harlem where you will find the children brimming over with love of life which they express in every form of activity, but especially in music.

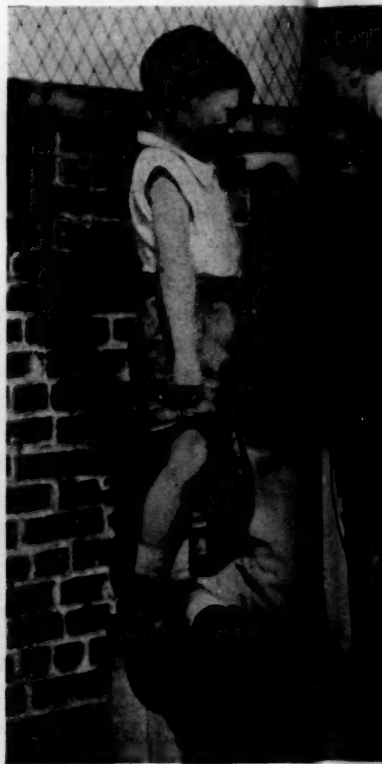
In these schools serving "all sorts and conditions" of children you will see many special services: open air and sight conservation classes; dental, psychiatric, and remedial reading clinics; lunch rooms and libraries. Of special interest are the emergency nursery

**Young
New Yorkers
at School**



The Associated Experimental Schools

We do chores



Packing box or prune box, we

hools . . . Convention Feature

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chool
of this project, extends a cordial invitation to anyone interested in visiting these schools.

Many of New York's private schools may be visited also. Some are located in the most congested parts of the city with limited facilities for outdoor play, work or rest. Others are in the quiet and more spacious surroundings of semi-suburban life. Some are connected with educational centers far removed from the home communities of the children, hence traveling to and from school is part of their educational experience. There are others that are primarily neighborhood schools.

Some of the private schools represent heterogeneous groups and include children

of several races and many nationalities from widely different social groups. Others offer their services to one social or racial group

only. Some are small schools where the young child meets a gradual extension of his home life, while others are large with a population of three or four hundred. Some are set up to care only for children from two to eight years of age, while others include children from nursery school through high school.

It is possible to observe experiences largely determined by types of materials, by extensive use of the environment, or in some instances, by traditional school subjects which receive emphasis not only in the primary but in the kindergarten as well. At the same time you may observe extensive departures from traditional teaching as children explore, experiment and create with materials not commonly included in a school environment.

Each school receiving visitors will suggest what it considers its outstanding feature and these suggestions will be available in making your choices. Don't miss visiting some New York City school.

JOSEPHINE B. BENNETT
JEAN BETZNER

In the country
On a roof
In a basement



Emergency Nursery School

prune box, we climb anything



Public School in Harlem

We've got rhythm

Anna and Caroline: Some Phases of Their Development

MARGARETTA R. VOORHEES

HUGH, like every proper little boy in the "Eighties," was dressed in kilts when his grandmother left him for a protracted visit. On her return she was met by a joyous boy dressed in coat and trousers and all of the uncomfortable accessories that were put on small boys in those days. Up went her hands with the exclamation, "Why, who is this?" For a moment Hugh's rush was checked and uncertainty showed in his face, but only for a moment. "It's the same boy, Grandma," he shouted and flung himself into her arms.

I wonder how many times during a year, or month, or week, or even how many times a day the teachers of children between the ages of two and twelve throw up their hands, figuratively speaking, with the exclamation, "And who may this be?" I wonder, also, how often the answer comes back to them clearly and with conviction, "It is the same boy," and whether this silent drama ends in sympathy, understanding, and patience as wide open and as freely outstretched as Hugh's grandmother's arms.

If the curve of growth of any basic characteristic in an individual child could be plotted and graphed through the first twelve years of life, we should see clearly, undoubtedly, the original personality struggling to keep its identity through a long period of adjustment to increasingly complex demands. Also, we should have a pretty clear picture of the tenacity of the original characteristics and a foreshadowing of their place in the final outcome somewhere in adulthood. As it is, I believe the following notes taken, for the most part verbatim, from the cumulative records of two little girls will give a clear and

Miss Voorhees, supervisor of the elementary school, Beaver Country Day School, Chestnut Hill, Massachusetts, gives the story of the development of the interest curve of one child and the social adjustment of another. How significant is a year-by-year study of a child's development in one phase?

true picture of the significance of year-by-year development. The first is the story of Anna's interest curve from the time she entered kindergarten, at the age of four years and four months, to the beginning of the sixth grade. By interest I mean the desire to know and the will to do. Anna's intelligence rating showed an average quotient of 107.

Anna's Story

Kindergarten. Age in October—four years and four months.

Responds instantly to new suggestions in environment. Concentrates best in social situations, otherwise her interest is rhythmic rather than persistent. Prefers to play in a group and can direct familiar ring games. She is very excitable.

Transition Class. Five years old.

Interest is eager, rhythmic in duration and variable in concentration, except when handling art media. Intensely excited by the smallest happening in any line. She relaxes easily and rests exceedingly well.

First Grade. Six years old.

Immediate interest response. Remains active while others are working with her. Interest dies quickly when she is left alone, except for a uniform interest in dramatics and in art media. In general finishes things started, but concentration is broken by distractions from without, except for very short periods. Chooses drawing and painting in free time. Uses design with some maturity and great attention to detail.

Second Grade. Seven years old.

Interest always ready and eager. Tends to be rhythmic. Quite evenly distributed. Hesitates to attempt doing something with the unknown. Shows some self-confidence when an undertaking grows out of a group interest or is not too difficult. Elects to use paints or clay very consistently. Has excellent feeling for form. In drawing and painting always utilizes suggestions coming from group discussions when they seem worthwhile to her. Shows great attention to detail. Prefers to work in a small way.

Third Grade. Eight years old.

General response is eager but reflects the eagerness of the group rather than personal or intellectual curiosity, except in art lines or nature study. Responds to all visual stimuli and brings in related material whenever possible. Concentration easily broken when the task is an academic one, only superficially so when working on an art problem, where she shows above average skill. Experiments with size, proportion, color, and subject. Often carries a problem over several periods.

Fourth Grade. Nine years old.

(NOTE: At the beginning of this year Anna entered the Country Day department of the school, meeting a class trebled in size, with more than half the group new to her and with all new teachers.)

Welcomes new interests eagerly. Likes everything but puts shop and art first. Finds it hard to go very deeply into any subject but gets joy from activity, and from her own questions. Applies what she learns very well. Shows excellent concentration and persistence.

End of year. Love of beauty has taken her more deeply into the study of the Greeks than is true of any other study except science and nature study, where she pumps others for information, works up simple experiments, and uses drawing ability to fix her observations and knowledge. Drawing is an absorbing interest. Draws at every possible opportunity.

Fifth Grade. Ten years old.

Eager interest in life and confidence in what it holds for her shown throughout the year. Strong intellectual interest urged on by natural self-expression through ability to create. Keen interest in history strengthened by dramatics, which gave full opportunity for the play of imagination. Particular outcome of the year was avid interest in reading, especially historical,

and any form of self-expression. All art work carefully done as a matter of course, showing steady interest and skill but no new challenge.

Sixth Grade. Eleven years old.

(NOTE: Observation made during the first two weeks of school.)

Eager and questioning interest in everything, with marked determination to arrive at an understanding. At present sets the pace for the intellectual life of the group.

My second story has to do with Caroline's social adjustment, including response and ability to participate and cooperate. Unlike Anna's, whose progress was steady each year and almost always the direct outcome of previous experiences, Caroline's curve shows slow and uncertain development and almost retrogression at the beginning of a new year. For this reason it is necessary to give notes taken at the beginning and at the end of each year. Her intelligence rating showed an average quotient of 111.

Caroline's Story

Transition Class. Age in October—five years.

October. Happy but lacks understanding of cooperation; exhibits a fear of individuals in free social situations.

May. Shows eager desire to take her whole part in the group. Has had a few successes.

First Grade. Six years old.

October. Poor understanding of group cooperation. Helps well when sure of what is expected. Always participates but at times with evident fear of other children. Slow timing and poor muscular coordination keep her behind others in many activities.

May. Thrives on approbation. As a result of it and certain successes has gained confidence. Seldom shows fear and is delighted when she can help others.

Second Grade. Seven years old.

October. Anxious to take group responsibility but can not carry it through alone. Accepts help pleasantly from some and resents it from others. Asks individuals if they approve of what she does. Too self-centered to be considerate of others.

May. Makes her best social contribution when she feels herself in a position of superiority.

Shows more consideration but thinks of self first. Always on the defensive.

Third Grade. Eight years old.

October. Happy in all classroom situations. Feels security here both in reasoning and in her ability to do things. More responsible for self than for the group. Seems independent but seeks approval. Tends to withdraw from a free social situation, especially outside the classroom.

May. Leads the group frequently in intellectual situations. Shows poise, freedom and consideration. Fears individuals and the group in physical situations where she is abnormally slow and uncertain. Loses self-control under criticism, becoming aloof and cross to the point of exhibiting real temper. Regains poise quickly.

Fourth Grade. Nine years old.

(NOTE: She had to meet the same large school conditions and to adjust herself to many new children as Anna did.)

October. Shows friendly tendencies but expects others to go more than half way. Fears being overlooked and neglected and so tries to get attention by clowning or by general disturbance. This has not met with class understanding or approval. Responds immediately to a call for specific class tasks but does not remember to carry them through. Loses poise in unexpected group situations not of her making. Facial expression quite frequently shows fear.

May. In the middle of the year dramatized to herself for a short time during rest, by facial expression and hand movements, some frightening experience. Little physical fear shown at end of year. Success in dramatics and class assemblies brings satisfaction to her, also class liking and respect expressed by one child confidentially thus, "You know nobody used to like Caroline, and now lots of children like her. She is really awfully nice."

On the whole is socially dependable though at times still lets class down when no teacher is in the room.

Fifth Grade. Ten years old.

October. Very unobtrusive, self-contained and, for the most part, indifferent to her mates. Accepted by the group but makes no impression on it. Stays on the fringe of things and is very vague. A surprising inarticulateness in social situations seems quite at variance with real ability.

May. Still tends to wander and look on instead of making social contacts. Her actual par-

ticipation is marked by timidity or uncertainty but she does not seem to fear bringing criticism upon herself. Is ignored by the group too much for her good, except in certain specific situations such as taking charge of class or department assemblies and in dramatics where her excellent ability is recognized and appreciated. In these situations she shows unusual assurance in a perfectly natural and unstrained way.

Sixth Grade. Eleven years old.

October. Response is passive and distinctly dreamy. Joins every activity pleasantly as a follower. Is accepted by the group with no evidence of like or dislike.

January. Is serene, natural, interested, and helpful, although she still shows little sensitiveness to the needs of the group. Is becoming a definite factor in the class. Her contributions are sought out by the children themselves. Does not seek notoriety but is pleased to be recognized by the group.

As individual guidance is a teacher's problem, let us continue the picture, as it relates to these two girls, by adding some of the analyses and methods used by their teachers in an effort to help Anna establish sincere, active, and effective interest, and Caroline to find and establish for herself right social attitudes and constructive relationships.

The records at my disposal show that during Anna's pre-primary years three danger signals were noted: a fundamental excitability; oversociability, resulting in instant and undue distractions; and an extremely marked desire for change. They show, also, certain immediate assets, such as a uniform and free interest response; quick, though not accurate, powers of observation, and the ability to make deductions; an urgent desire to do things; and a fairly marked concentration when handling clay or paints.

During these two years Anna was encouraged to play with the older and more stable members of the class and to contribute to their activities, through some line of strength. This proved to be the leading of simple singing games during her first year, and the organizing of small groups in free dramatic play during the second. She was encouraged

also to be a part of every activity and to use freely all hand materials. No continuous effort was made to lengthen her span of concentration.

In the first grade I find that an increased interest span was worked for. She was given frequent but legitimate changes of activity and her interest in a variety of materials was encouraged. Long problems were avoided in order that she could reach the end of an undertaking while her interest was high. The ever present story element in her painted pictures and clay production was encouraged, rather than stress on neatness and technique. She was put into a small reading group as soon as symbols needed to supersede memory, thus avoiding the danger of having competition take the place of interest as a motive force, a very significant danger for a child like Anna.

In the second grade she was allowed to listen to group discussions until she was able to enter in voluntarily and with satisfaction to herself. This was not until the spring term. As her reading speed was recognized to be slow and her understanding easily confused, she was given help in a small group throughout the year. At the end of this time her interest was secure and self-confident. She was still given easy books with simple story content. Definite standards were stressed in the use of materials where she showed skill, such as clay work and handwriting. In painting, where she showed an excellent idea of form, but tended to cramp her work by over attention to detail, she was encouraged to work in a big way with all the freedom of expression possible.

During the third grade I find an effort to give her an increasing amount of responsibility for the group and recognition of success whenever her influence was good. She was encouraged to bring anything from home that related both to school and home interests. These contributions were used if possible and frequently led her back to books. Her periods of concentration in academic

work were watched for over-fatigue and her reading material was carefully selected. Her newly won freedom of speech was encouraged and no pressure was put on written expression. This came out naturally in short poems at the end of the year. Her contributions in dramatics involved suggestions for costumes and properties, rather than acting where she was quietly self-conscious. She was encouraged to observe the pictures of other children, at the same time to produce in quantity herself. The provision for special small group help in reading was not considered necessary after the winter term.

After the end of the fourth grade Anna's working interest appeared to be definitely fixed and under her control in practically all work situations. Her original excitability and tendency to action before thought showed in free social situations only.

Caroline's social story reads differently. The records during her first two years in school show certain insistent characteristics that repeated themselves in some form during each succeeding year. This repetition was rather disconcerting because the growth curve showed little evidence of being constructively influenced by previous experiences until the middle of the sixth grade when a definite milestone was reached and passed. Three difficulties were outstanding. Various forms of social fear came first and were accompanied by a consuming desire to be noticed. The third lay in the fact that she seemed to get no personal satisfaction from the give and take of a social situation, and desired no friends.

The methods employed by Caroline's teachers were strangely alike, and as judged by the records, seemed to be confined largely to protection against situations that would increase social fear, approbation and encouragement for any gain that might be related to her difficulties, and the use of opportunities to bring her before the group in a constructive light.

The evidences of fears calling for teacher

protection as well as for constructive handling included physical fear of individuals; fear of apparatus unless alone; fear of being overlooked or neglected, leading to clowning for attention; recoil from the group in action and from its impatience with her slow timing and clumsy movements; recoil from the results of her instability with the group and her lack of consideration; the dramatizing of frightening experiences with morbid satisfaction to herself; withdrawal into herself under the surface appearance of indifference.

The opportunities for group recognition used by her teachers give evidence that they worked from day to day in the spirit of faith and patience rather than with inspiration and confidence. During her first two years many opportunities were given her to watch the group in action. She was assigned group tasks and encouraged to lead in small situations, to help individuals through some academic success of hers, to talk in the group so that her ability in this line was recognized, and to have her questions answered by the children if possible, rather than by teachers.

In the second and third grades she was

given any type of group responsibility that she could handle with sufficient success to be recognized by her mates. She was encouraged to retell stories because she did it unselfconsciously with dramatic feeling and accuracy that commanded respect. She had an active place in all class dramatics and frequently led the singing in class assemblies. She was given individual help in some specific skill, such as walking the balance beam in good form.

In the fourth and fifth grades she was also given specific group tasks that she could carry with success. These included conducting class, as well as department assemblies. She was given prominent, but well deserved parts in dramatics and encouraged to use her excellent musical interpretations for the benefit of the group. Again, specific skills such as skating and tennis were encouraged.

In the unfinished stories of these two children we see characteristics that have had dominating influences on their life stories. We see also the evidence of the fact that their teachers recognized that these needed to be watched and guided both for release and for control.



Question

How can I see inside of myself
When my skin covers all of my body?
I've swallowed my toast, but where is it now?
And here is my heart, but what makes it go?
And my stomach, I wonder what it looks like?
How can I see inside of myself
When my skin covers all of my body?

—ELLEN PARISH
Five years old

Pupil-Teacher Relationships: Some Interpretations

CHARLES I. LAMBERT, M.D.

AND sometimes the twig is bent as the tree is inclined! Who, which, and why! The dynamic effect of adult influences upon the developing child becomes more than a generalization when we stop to observe and analyze the individual case. In undertaking to do this, however, we must be willing to examine the whole child and the whole situation. Witness the contrasting attitudes of two teachers in relation to almost comparable situations.

An intelligent, sensitive, self-conscious girl—a new-comer in the school—was unhappy and unsocial; in class she became easily confused when called upon to recite. When her classmates giggled, she became more embarrassed and blocked. Ridiculed by her teacher, who considered her dumb and unsuited to remain in the class, she became more distressed. At home she would cry and seek sympathy from an over-solicitous mother. She ate poorly, lost weight, slept restlessly, frequently awakened crying, and was reluctant to go to school. Even this brief summary reveals significant factors in the unhappy situation which had existed over a period of several months. Not only a splendid attitude was taken, but a very satisfactory adjustment of the difficulties was quickly made when teacher, child, and mother became familiar with the facts and respective responsibilities involved. In this instance, no permanent harm was done, but an extended period of misunderstanding and suffering was experienced by everyone.

In a comparable situation another teacher, early alert to the problem of assimilating in her class a small boy who ran away from school, sought advice at once. A plan was

Dr. Lambert, professor of psychiatric education, Teachers College, Columbia University, describes some pupil-teacher relationships and interprets the procedures followed in bringing about more satisfactory adjustments.

devised to include the mother in a friendly conspiracy in behalf of the child, school, and home. Two friendly children from the class were sent into the home to play and to get acquainted with the shy, reluctant child. He was induced by them, with the encouragement of the mother, to return to school in a day or two. Meanwhile the teacher prepared the class to receive and assimilate the boy into the general activities. This experiment not only succeeded marvelously in regard to the individual, but also served to develop favorable emotional-social values among the passive-active members of the class. Considerable care was taken and some time was consumed at the moment, but in the long run an actual economy probably was secured, suffering was materially reduced, and socialization of child and group was really advanced. In this instance, an ounce of prevention was used; in the former, a pound of cure. The difference in mental hygiene values, not only for the individual, but for the two classes, becomes convincingly clear.

If an epochal approach is made to study and to understand the developmental adjustments the individual has to make outside of the home, the earliest organized group relationship is likely to occur in the nursery school or kindergarten. The children admitted to the nursery school group are pos-

sessed of their native and acquired differences, and are quite uneven in personal equipment and social adjustments. Observation and study of their behavior in connection with the family backgrounds and environmental influences are not only extremely revealing, but significant for helpful guidance and future development. Here the teacher becomes acquainted with the parents, secures a history of family background, parental interests, aptitudes and disabilities in handling the child and in managing the home. Mutual understanding is developed, alignment of plans agreed upon, cooperative effort is brought about as far as possible, and the guidance of the child is handled more consistently and to the advantage of everyone concerned.

The whole child goes to the nursery school. Perhaps at no time is he observed and studied in his entirety so thoroughly as at this phase in his development. Fortunately, his purely intellectual processes have not emerged sufficiently and been specialized on as a thing apart from his hands and feet, food and sleep, moods and preoccupations, likes and dislikes, fears and tempers, personal and social reactions.

Viewing the individual, then, as a whole, as a psycho-biological mechanism, there are wheels within wheels, adaptive responses serving different levels of his being, some quite simple, others more complicated—ranging through the physical, chemical, reflexive, instinctive, habitual reactions into the more consciously directed behavior of the individual, and concluding in the plans and ideals, the vague longings and things hoped for. At the lower levels of response a tight shoe might cause an ingrowing nail; a green apple, a gastric spasm; a shrill noise, a cowering reaction. At the higher levels a severe or over-solicitous parent, a too dominating or indulgent teacher might provoke an ingrowing thought or evoke some form of disordered behavior.

In observing, studying, and trying to un-

derstand disorders of adjustment, it is well to remember that although this or that level of response is disturbed, sometimes the simplest reaction may pervade the whole personality—so integrated are the levels and mechanisms of behavior in the individual. Furthermore, in studying an individual we are dealing with him not only at the moment, but as a composite of dynamic chains of experience which have favored or interfered with the integration of his developing personality. We are, therefore, not surprised if integration is not perfect; if there are partial strivings or isolated activities and interests not well assimilated by the individual. Observing and analyzing the different levels and proportions of response one can better estimate the values of the faulty adjustment the individual is making, the character of care he is receiving, and the direction for further investigation and remedial effort. The following instance will make clear these observations:

A little fellow of three years and six months is pale and spindling; his pupils are dilated and dark circles are about his eyes; he is shy and easily startled, trembles, trips over trifles on the floor, stammers, becomes blocked at times and is unable to speak for an hour or two; is reluctant to have his mother leave, and stands close to the teacher, often reaching for her hand and looking up appealingly for reassurance; watches the other children play and is loath to have them near him; dawdles over his food, suffers from nausea and indigestion; requires considerable reassurance before going to sleep, has night terrors—"a bad man is going to take away my baby sister."

An older sister is exceptionally bright, vocal, resourceful and self-reliant, very satisfying to parental egotism; a younger sister is blithe and happy, the recipient of much attention. Our little fellow is a great concern to an over-solicitous mother who scarcely permits him out of her sight. She syllabifies words for him, works unceasingly over his lisping and stammerings, and is constantly concerned about his comfort and feeling tones and whether he should play at all with other children.

A polygon of forces is acting on this child.

In neglecting even one factor, remedial effort is incomplete. The constitutional element of fine texture and excessive parental over-protection will only perpetuate infantilisms and favor dependency. The reflexive-instinctive signs of emotional dominations, autonomic nervous system reactions—dilated pupils, nausea, indigestion, lisplings and stammerings—are obvious. Dependence upon the mother and teacher, appeal for reassurance, fear and incapacity to participate in activities with the other children indicate a lack of confidence and skill at his age level of personal and social adjustment.

The importance of understanding and providing for the physical condition, emotional factors, and comparative mental capacity of the child in the family, as well as in the school group, is fundamental if proper care, guidance, and progressive adjustment are to be achieved. The problem again is threefold—physical, emotional, and mental. The opportunity here presented to a well-trained, interested, imaginative, resourceful teacher is not an infrequent or unusual one. It would be possible for her to ascertain the significant facts in the case and to utilize the various services the school offers to supplement the conjoint efforts of parents in behalf of an unhappy, unadjusted child.

In contrast to this more passive, withdrawing type of child, an active, over-assertive, domineering, pugnacious child, given to rough play, temper tantrums and uncontrollable excitability, may be referred to:

This child of four-and-a-half years, admitted to a small preschool group at three years, is a constant problem because of his energetic, domineering ways. He is a large, well-developed, muscular boy abounding in energy. Both parents work and a rather frail grandmother manages the home and takes care of him. Both grandmother and mother indulge the boy and openly disagree with the father before the child, because he tries to discipline him. The physical health of the child is excellent. His I.Q. is 114.

The fundamental disorder is obviously of an emotional-social nature; undirected and

undisciplined reflexive-instinctive infantile behavior is going on apace. Agreed upon, consistent management at home, followed up in school, with adequate outlet for absorbing motor activity in work, play, and games, with rest periods, measurably moderated the deviations in emotional-instinctive reactions which the child had been showing.

The sand-lot activities, group games, and competition with contemporaries equally robust contribute materially to socializing a child with these aptitudes, but judicious guidance begun earlier with reference to some of the more overt disorders of behavior of the above order may prove of advantage, as strong reflexive-instinctive patterns have a way of lingering and making up the core of immature reactions and behavior in adult life. The opportunity for the insightful, understanding, resourceful teacher in helping parents and grandparents to iron out their differences and adopt uniform methods of handling, in re-enforcing these efforts with follow-up work in school time, will not only prove of advantage to the child and other siblings, but will reconcile diverging differences with the parents which often impair security at home.

Advancing into the elementary school, somewhat comparable types of constitutional makeup, normal and deviated tendencies are observed. The study and analysis of these are instructive and significant if one is to be helpful. In the following case, a somewhat more involved but quite understandable problem is presented when the whole child and the whole situation are uncovered.

Bill, aged ten, was a thin, pale, overactive, restless child. When sitting, he almost continually moved his arms and legs. When walking, if he were excited, he would shake both hands and jump up and down every few steps. His eyes twitched and grimaces came and went. His attention span was short, his concentration poor, his responses were as erratic as his body movements. His desire for attention, as well as his interference with other members of the class, was so disturbing that his transfer from

one section to another was necessary to protect his teachers as well as his classmates. In the family background we found considerable friction and disharmony; frequent absences of the father and his unconcern for the child's health and welfare; distress and insecurity of the mother; contradictory attitudes of oversolicitude and rejection; inconsistent and inadequate methods of handling the child in the matters of nutrition, sleep, elimination, and recreation. Lack of compliance with simple routines necessarily resulted in undirected behavior—reflective tremors and twitchings, grimaces and jerking, restless excitability, impaired attention and concentration, and lack of self-control.

Through the changes from one school to another, through the several grades from larval beginnings in the kindergarten to the fifth grade, the infantile and instinctive patterns not only persisted but became aggravated and extended and increasingly pervaded the child's whole personality. One teacher described him as nervous and erratic in his conduct, careless in the performance of his work and when thwarted, subject to temper tantrums. Again, capable of excellent work if he wished to do it.

Another teacher referred to him as almost uncontrollable, nervous, fidgety, and at times, vicious. Another teacher called him an impossible child, and dismissed him from the room much of the time because he disturbed his classmates and her. His physical examination showed a child considerably underweight, underslept, pale, anaemic, with dilated pupils, exaggerated reflexes, restless jerking movements, low blood pressure, accelerated pulse, indigestion, and cold extremities. Further examination and observation showed diminished attention span, poor concentration, impatience and irritability, tendency to temper and crying with little or no provocation, and gross lack of self-control in almost every recreational and social situation.

As the situation was out of control, not only at home but in the school, and as the child, too, had largely stopped thinking and was in such a fatigue-exhaustion jag that he was behaving at the level of his autonomic nervous system and spinal cord, may we say, it was deemed desirable to put him to bed in a simple infirmary environment. In two weeks he had gained eight pounds, was sleeping ten to twelve hours in the twenty-

four, was talking quietly, playing simple games, working contentedly at directed tasks, and managing himself much more steadily. He was then sent home with a nurse who remained a week to inaugurate the régime on which the child had been living in the infirmary. This gave the mother practical insight into managing him, and with follow-up attention, a progressive readjustment took place which has become permanent, to the great satisfaction of the mother and the boy himself.

In the primary and elementary school one deals indirectly more than directly with the child. At first the aim, in the main, is toward reconditioning the environment through parent and teacher so that all can participate in a mutually successful way. With added years and development the child is challenged to take increasing responsibility for his own adjustments. An education that trains the individual to adjust himself progressively according to his years, and finally equips him to adapt himself to his inner urges and the external demands made upon him has succeeded excellently.

Looking backward, each of us recalls the outstanding teachers who impressed us. They knew more than the subject matter of their courses. Their concern went beyond instruction—what had been was tied up with possible potentials in the individual for what might be better. There was something dynamic in their attitude, benevolent in their intent, intuitive in their discernment—desirable wishes and longings in the individual were identified and activated and an increasing capacity to carry on was developed. These teachers are too infrequent. There could be more. This might be accomplished not only through more selectivity in the admission to the profession, but through a better training of teachers in proportions and values.

At no time in his whole formal education is the individual regarded in his totality so completely as in the preschool period. Here the several sides of his nature are taken into

consideration; thereafter he is held to rather strict accountability with reference to subject matter particularly. This disproportion may correlate somewhat with the fact that almost one-third of the honor students, subsequent to their school and college career, suffer a nervous or mental breakdown. The new admissions to state hospitals each year correspond approximately in number to the young people graduating from colleges. An equal or larger number of delinquents and criminals are being admitted to reformatories and penal institutions. Five, ten, fifteen or more years before, these new admissions were pupils in the elementary or high schools. In a fair proportion of these cases larval beginnings and evidences of personality deviations open to modification were observable, but were apparently ignored, or the unadjusted individual was disciplined unwisely.

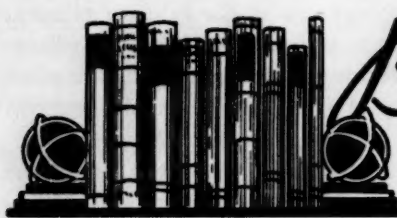
A training which will sensitize the prospective teacher to appreciate and recognize the all-sidedness of personality development is most important. The well-prepared teacher needs, in addition to the intellectual disci-

plines, a recognition of the value of physical development; training in skills and diversions; a working understanding of the effective nature of the individual's life in terms of wishes and longings, fears and apprehensions, irritations and resentments, prejudices and preoccupations, enthusiasms and moods, social and unsocial reactions. It is equally important for the teacher to have knowledge and real insight into the bisexual development and deviations of the sex life of the individual which in connection with the parental and familial relationships result in significant attachments and antagonisms, fixations and rejections which interfere with the maturation of the individual so prejudicial to marital compatibility and parental responsibility.

Finally, the teacher must have an adequate appreciation of social proportions and training in the value of wholesome relationships, and a real sense of spiritual values making for a breadth of understanding and increased capacity to observe, study, and deal with the individual pupils, coordinating the efforts of both home and school.



This high degree of specificity in growth makes it clear that we cannot estimate one trait from the measurement of another, nor can we take a series of measurements early in a child's career and use it unmodified as a basis for prediction of his status at a remote date. The study of each individual child must be genetic. We must begin to measure him early and must continue to measure him from time to time, keeping full and complete records of everything that we find out about him. With these cumulative records at hand it should be possible to make tentative short-range predictions which will be of great value and which will increase in accuracy and usefulness as the data are accumulated. That is, we must look at the child not from the statistical, but from the clinical, point of view.—From E. A. Lincoln's study. *Elementary School Journal*, May, 1935.



Book... REVIEWS

Editor, ALICE TEMPLE

Character Education. By Harry C. McKown.
New York: McGraw-Hill Book Company,
Inc., 1935. Pp. 472. \$3.00.

The field of character education offers dangerous ground to one who formulates and recommends principles and procedures in education. Mr. McKown steers a bold course as is indicated in his preface. To quote: "This book, designed to be of immediate assistance to the school administrator, teacher, parent, or other person interested in the development of character, represents an attempt to remedy some of the weaknesses in the treatment of this phase of education. . . . Practice, rather than theory, is emphasized. A main purpose is to stimulate the reader, by means of pithy quotations, intriguing references, and challenging statements, to further thinking, reading, and study. . . . It is probably well known that educators, both secular and religious, disagree quite widely on such basic factors as what constitutes character, the relative importance of various materials and methods, and the placing of responsibility." In the last sentence, he voices an obvious warning when he observes that there is general disagreement as to the nature of the basic factors in character education. Unfortunately, in the selection and organization of the content of his book, this warning seems to be ignored. Consequently, the author finds himself questing for certainty and for valid procedures in a field of education which more than almost any other shows the effects of lack of definition, of the lack of objective research, and the resultant lack of thorough scholarly organization.

The volume deals with character education as it affects moral instruction, home-room activities, classroom activities, extra curricular activities, the activity method, individual counseling, citizens' organizations, and education in the home. Other sections deal with the place of

the teacher, the technique of measurements, and the major trends, backgrounds, methods and motivational forces to be considered in this field.

Some sections represent more carefully selected materials than others. Mr. McKown has made a significant contribution in his treatment of class, extra-class, home-room, and guidance activities. Chapters 9, 10, 11, 14, and 15 present materials of real and immediate value to every parent, teacher, and educational leader. The bibliography is sectionalized, is certain to be helpful to the reader, and will be of special value for class work.

The chapters dealing with the objectives of character education and with the problem of motivation are open to severe criticism. While the author is entitled to his own interpretation of order in this chaotic field, still the reader for his part may demand that the suggested order stand all tests. The objectives selected by the author present dangerous overlapping and seem to be superficial in nature rather than fundamental. Such objectives beg the real issues.

In the same way the list of fundamental urges which purport to give a psychological basis for character education does not seem to be as meaningful as some categories that are slighted. Is "mastery" a more useful concept than "manipulation" or "creativity" which are not recognized as major drives? What is a "migratory" urge? The text evades the questions here stated.

—G. Robert Koopman, Division of Curriculum Research, State Department of Public Instruction, Michigan.

The Diagnosis and Treatment of Behavior Problems. By Harry J. Baker and Virginia Traphagen. New York: The Macmillan Company, 1935. Pp. xiv + 393.

On the basis of years of experience in dealing with hundreds of problem children the authors

of this book have developed *The Detroit Behavior Scale*, a scale of sixty-six items for the diagnosis and possible treatment of behavior difficulties. The sixty-six items of the scale are grouped under five headings: Health and Physical Factors, Personal Habits and Recreational Factors, Personality and Social Factors, Parental and Physical Factors of the Home, Home Atmosphere and School Factors. The items under Personality and Social Factors, regarded by the authors as probably the most significant, are as follows: social type; personality type; anger, rage, revenge, etc.; fear, dread, anxiety, etc.; excitement, shock, uneasiness, etc.; pity, sympathy, enthusiasm, etc.; intelligence; interests or hobbies; initiative and ambition; vocational interests; general behavior. Special questions to be used with children and parents in connection with each item are included, together with a definite scoring plan.

The chapters of Part III discuss very fully and suggestively the psychological and more particularly the emotional implications of each item. The general reader will find these chapters interesting and illuminating. The study of the book as a whole should help the intelligent teacher to recognize among children those who may need psychiatric treatment from persons specially trained and equipped to give it. The authors are careful to warn such specialists of the importance of tact, patience, and sympathy in dealing with all cases.

—A.T.

BOOKS FOR CHILDREN

Reviewed by May Hill Arbuthnot

Little Baby Ann. Pictures and Story by Lois Lenski. New York: Oxford University Press, 1935. Pp. 46. \$0.75.

The Oxford University Press is following the commendable practice of issuing a few children's books each year at the reasonable rate of seventy-five cents. *Little Baby Ann* is the most delightful of this year's series. It is a picture book of a modern baby's first year, and will interest every child who is just far enough removed from the high-chair, baby-carriage stage, to feel superior. The format of the book is exquisite, and the pictures are completely convincing and captivating. It is one of the most attractive books Lois Lenski and the Oxford

Press have put out. The text merely labels the illustrations, but wherever there is an interest in babies, this little book is going to be popular.

Topsy. Told and pictured by Marjorie Flack. Garden City, New York: Doubleday, Doran and Company, 1935. Unpaged. \$1.00.

Marjorie Flack has never made a more delightful picture book and the story is good, too. Young friends of Angus will be delighted to know that Angus appears in this book, to greet Topsy when she runs away and to romp with her happily forever after.

Topsy is a cocker spaniel puppy who is bought, not by Judy, the little girl who yearns and pleads for her daily—but by Miss Samantha Littlefield who means well but knows little of puppies. The adventures and trials of Topsy before she manages to get herself properly owned by Judy are all delightfully pictured by Miss Flack. The text is a pleasant accompaniment to the illustrations and Topsy will captivate the same aged children and adults that succumbed to Angus.

Picture Rhymes From Foreign Lands. By Rose Fyleman. Drawings by Valery Carrick. New York: Frederick A. Stokes Company, 1935. Pp. 70. \$1.00.

From the Japanese, Welsh, Danish, Russian, Lettish and many other countries come these gay little folk rhymes that might have been chanted by our own Dame Goose. These jingles have such an irresistible swing and such an authentic folk flavor that the reader soon feels he must have been raised on:

"Widdy, widdy, wurkey
Is the name of my turkey,"

"Jonathan Gee," "Pussy-Cat Mew," and a score of others. Children from two to seven will be chanting these along with "Jack and Jill." This should be a favorite in kindergartens and first grades.

A Round of Carols. Music arranged by T. Tertius Noble. Illustrated by Helen Sewell. New York: Oxford University Press, 1935. Pp. 72. \$2.00.

To turn over the pages of this entrancing book, looking at old melodies and old words

beautifully printed, pouring over Miss Sewell's joyous pictures, is to envy the children who are privileged to have their first experiences with carols associated with this volume. *A Round of Carols* contains thirty-five carols for everyday use; most of them are traditional, but many of them will be new even to habitual carol singers. The Oxford University Press has given children two memorable books, *The First Bible* and *A Round of Carols*; memorable in content, distinguished in format, contributing richly to their emotional and religious experiences.

NOTES ON PUBLICATIONS RECEIVED

Guiding Our Children. By Frank T. Wilson. New York: Globe Book Company, 1935. Pp. iv. + 248.

A book addressed to parents "who still believe in the old-fashioned virtues of duty and idealism and in the training of children." Several of the early chapters are given to the discussion of such important bodily needs as eating, sleeping, eliminating, playing, resting, etc., together with ways in which some people "handle these realities that would serve as models of how to find, face and idealize other realities of life." Later chapters deal with such "other realities" as sex; feelings of inferiority, superiority, mediocrity; sickness; accident; death; religion; motives; ideals.

Personality Maladjustment and Mental Hygiene. By J. E. Wallace Wallin. New York: McGraw-Hill Book Company, 1935. Pp. xii + 511. \$3.00.

A text book for psychologists, educators, counselors and mental hygiene workers. It is described "as an elementary, systematic discussion of the outstanding types of personality maladjustments, together with detailed practical suggestions for preventing and overcoming mental conflicts, and for developing normal, balanced and harmonious personalities. A feature of the book is the large number of authentic, factual autobiographies of personality maladjustments gathered from intellectually normal and superior individuals."

Wayward Youth. By August Aichorn, with a foreward by Sigmund Freud. New York:

The Viking Press, 1935. Pp. xiii + 236. \$2.75.

A clear, practical treatment of the application of psychoanalysis to the problems of delinquent children. The book contains a minimum of theory but enough to enable the lay reader to understand the fundamentals of psychoanalysis and their application to the numerous specific cases which the author presents in detail. One critic, Dr. Harold D. Lasswell of the University of Chicago, says of this book: "There is no more lucid exposition of psychoanalysis to be found. . . . The translation is vivid and authoritative."

A Guide to the Children's Hour. By Marjorie Crossley Vining and others. Boston: Houghton Mifflin Company, 1935. Pp. viii + 266.

This guide is Volume XI of the collection of stories, poems, and songs entitled *The Children's Hour*. It contains a classification of the material according to the age range for which it is suitable, lists of stories for character building, suggestions for correlating stories with English, social science, art and music, and a glossary and index of proper names used in the collection. This volume is sold separately but must be purchased from the publishers.

World Friendship. By Gertrude E. N. King. Boston: Chapman and Grimes, 1935. Pp. 81. \$1.00.

An annotated bibliography of available sources of educational material and educational efforts that have to do with world understanding. A valuable reference for all those who have to do with the development of right attitudes in children.

Home-School Relationships: Philosophy and Practice. By Sara E. Baldwin and Ernest G. Osborne. New York: Progressive Education Association, 1935. Pp. 142.

Section I contains descriptions of home-school relations in six schools. Section II discusses the implications of present practices of such relations.

Editor, ELLA RUTH BOYCE



Among... THE MAGAZINES

Teachers College Record for January contains an article, "Behavior Problems in the School," by Lois Hayden Meek. Seven points are emphasized:

That behavior problems are caused by conflicts between a child and the persons who wish to control his behavior.

That the regulation of a child's conduct begins at birth and continues throughout life.

That children respond to these conflicts either by active revolt or by evasion and withdrawing.

That schools are often organized to conflict directly with the natural activities of children.

That one approach to the solution of behavior problems is a revitalizing of the curriculum and the methods of teaching.

That another approach is the securing of teachers who are concerned with the total welfare of children and not alone with the teaching process.

That help to children with problems means insight into the causes, a sympathetic understanding of and rapport with children, and the ability to give specific help in the control of situations.

The article following Miss Meek's is "New College Plan for the Education of Teachers," by Clarence Linton, Associate Professor of Education and Secretary of Teachers College and of New College, who describes New College's attempt to supply the type of teacher Miss Meek has mentioned. He discusses "some of the assumptions basic to the New College Plan."

1. The school should play a very important rôle in the reconstruction of the social order.

2. A teacher must be an effective citizen and a worthy guide to pupils in their participation in life.

3. The improvement of the quality of classroom instruction necessitates that we seek out and interest superior young men and women in teaching as a professional career. The superior teacher must be a superior person, intellectually, physically, emotionally, and socially.

4. The curriculum of the school, and the curriculum of New College, must be coextensive with life itself.

5. Instruction must be individualized—adapted to the capacities, interests, aptitudes, and potentialities of the individual learner.

6. The standards of achievement of New College are qualitative rather than quantitative.

7. The education of a superior teacher demands a period of time and an attainment of knowledge, skills, and attitudes which is commensurate with the Master's degree as the minimum standard for any position."

Some of these assumptions are discussed in the article in detail with some explanation of the effort which is being made to achieve them, and the method of evaluation of the student's progress.

The New Era in Home and School presents in its February issue the last of a series dealing with self-expression. An editorial summary tells us of the purposes of these issues: "There is the hope that the child will work out for himself solutions to problems not so much in terms of right and wrong as of fitness and ineptitude. We no longer say to children 'Bad girl' or 'Be good.' (One wishes this confidence were justified by usual procedure.) We aim at creating for the child an environment in which he can attain to self-discipline. We count the materials for 'creative self-expression' as one of the most essential parts of that environment. It seems as though there is ground for hope that under such conditions the child may re-evolve a Greek idea, lost under centuries of moralizing, that what is beautiful is true and therefore satisfying."

The content includes "How I Teach Art—And Why" by Albert Grüber, Director of Art Education in the Austrian Federal Educational Institution in Vienna; "The Creative Mind in Education" by K. Doubleday, a former pupil of Cizek, now teaching in England, and "The

Child's Sense of the Beautiful" by M. Audemars, Directrice of La Maison des Petits in Geneva. There are also descriptions of handwork, music, and bodily movement. The magazine is profusely illustrated with photographs of children's work.

A few sentences from Albert Grüber's article are quoted: "We are not training painters, sculptors, actors, but human beings who are able to enjoy the creations of artists. . . . Now for the work itself. What do we do? Only what gives us pleasure. No methods. The teacher must always be ready to give up his own well-thought out plans and let the children work on the theme that interests them at the moment. . . . And now comes the most important point. Leave the children to work out their ideas alone. They do it better; they have the courage that we grown-ups, with our self-criticism, have not."

69 Bank Street in its January number contains "Curriculum in the Education of the Deviate Child" by Florence Beaman. A note explains that she has directed the group for the unadjusted child at the Little Red School House, 196 Bleeker Street, New York City, for the past three years. She describes what was done in this specific situation to meet the needs of the deviate child through curriculum changes. The effort to meet the needs of special classes of children has been met by adding to the regular curriculum something to meet their special needs. For example, in rooms for the mentally retarded, more handwork is provided; for the physically handicapped, health needs are more adequately met, but the accent is on adult guidance.

Here is described a quite different approach with a carefully planned sequence of socializing experiences as basic: "The new education which measures its success mainly in terms of community adjustment of its individuals must concentrate upon the principle of socialization as an important one in the education of deviate children." The rest of the article is devoted to a description of how this was actually done. "The class with which it was tried varied from twenty to twenty-six pupils; the chronological ages varied from seven to twelve years; the mental ages from seven to sixteen years. The mental ability of the class was skewed sharply to the right." Their difficulties were those of social

adjustment, and the way these difficulties were met is suggestive for all teachers. Four phases of adjustment were noted: a period in which relaxation is stressed, a period of participation in simple group activities, one of cooperation in more complex social experiences, and a period in which variation in response is stressed. After the fourth period has been passed the child should be ready to return to his regular group for "He has achieved in some small measure security of social relationships, the ability to work and play with others, and the ability to vary his responses as the situation demands."

The social organization of the curriculum is printed in schedule form, and the issue will be of real interest to any student of curriculum revision, for its basic ideas are equally applicable to all children.

The Horn Book Magazine, which is devoted to "Books and Reading for Young People," introduces its January-February issue with an editorial on "What is Educational?" To answer the criticism that a merely beautiful book is not educational, the editor quotes from André Gide's *The Defence of Culture*—"a work is instructive by the simple fact of its being beautiful, and I think there is a kind of misapprehension, or unawareness of beauty in a too precise quest for a lesson to be drawn from it, in a too unique quest for motives, in the ignoring of *quietives*—Culture works for emancipation, not for enslavement."

In "Color Printing in Books for Children," Grace W. Allen speaks of the rapid development of color printing and points out that today lovely color is available in very inexpensive books, a change which has taken place within five years. She describes the methods by which some of these lovely colors are produced and expresses the hope "that another five years will completely overcome the age old difficulties that lie in the way of making thousands of exact reproductions of one beautiful original. If our grasp does achieve this aim, the work of the artist may be worthy of this dissemination."

A most charming and unusual feature of this issue is a "Picture Booklist" which gives page illustrations from a number of children's books with brief quotations from them. It is much more appealing than the usual book list.

In the January number of *Parent Education*, the service bulletin of the National Council of Parent Education, the editors of three magazines devoted exclusively to the interests of parent education describe their respective journals as to history, editorial policy, type of contents, and the nature and number of individuals and groups that use them. *Child Study* is presented by Zilpha Carruthers Franklin; *The National Parent-Teacher Magazine* by Frances Ullmann; and *Parents Magazine* by Clara Savage Littledale.

This bulletin also prints "The Federated Block Plan—A Proposal for the Dissemination of Parent Education and Preschool Facilities," written by Robert G. Foster, Director of the Advisory Service for College Women at Merrill-Palmer. This is an attempt to work out "a practical scheme whereby at least the essentials of the opportunities offered to children in nursery schools and to parents in study groups might be extended to the thousands of homes which are now served inadequately or not at all." Critiques of the plan are given by Hazel M. Cushing from the standpoint of parent education, and by Grace Langdon from the standpoint of child welfare. The fact that Dr. Foster's own summary is largely in terms of parent education and that Dr. Langdon in her critique stresses the lack of any outstanding value for children leads one to believe that there has not yet been put forth any very helpful practical method of bringing about the so-much-to-be-desired ends which the author set out to find.

Progressive Education for February deals with Education in Mexico. Gabriel Lucio writes on "Trends in Mexican Elementary Education," an article which gives hopes, one judges, rather than accomplishments. He ends, "I have sketched for you the general outline which we hope the elementary school shall take within the socialistic system of education. Our ideology is based on one desire: to establish a society economically better balanced and more equitable for workers than the present one; we believe that we are working under the impulse of ideals for human betterment."

In this same issue, Carleton Washburne writes on "Ripeness." Starting with the statement, "There comes a time in every normal child's life when he is ripe for doing certain things, for learning each of the things he needs to

know," he goes on to show how much this principle is violated even in progressive schools. "They use calendar age as a measure of ripeness; they have not learned the relative difficulty, from the child's standpoint, of many of the things they teach; they ignore the wide range of differences in maturity among the children of any class." He points out how really harmful it is to try to train any habit or skill before the aptitude for it has arisen, citing Dr. Blatz's findings in the field of early habit formation in which children who received too early training in bladder and bowel control were actually retarded. He feels the same thing holds good in the intellectual field.

Beginning reading in which much harm has been done and where there is some little research available as a guide is discussed at some length. Mr. Washburne says that parents are more exercised over the child's slowness in learning to read than over any other thing and feels that the school has been to blame for building this attitude. In Winnetka, each teacher, as a result of these studies on reading, keeps a chart showing when each child will be six-and-a-half years old mentally, and "is careful to avoid any effort to get a child to read before he has reached this stage of mental growth."

He calls attention to the fact that the physical development of the eye should be a factor in determining when reading shall be presented. He discusses the books which are suitable for children after they have begun to read, stressing the point that the material given should correspond to the ability of the child. The American Library Association provides lists of material, so that by obtaining the child's reading level through the use of standardized tests, it is possible to provide him richly with material within his powers.

Of spelling he says there is evidence that it can wait until the child has at least third grade reading ability, and that words should be graded to the individual child's capacity. The learning of arithmetic and the child's physical development are also discussed, the article ending with this comment: "When a child is not succeeding happily with any type of undertaking, let us immediately raise the question as to whether, perhaps, we have not given him something to do for which he has not the necessary ripeness. After all, what is the hurry?"



Research.. ABSTRACTS

Editor, BETH WELLMAN

Sibling Resemblance in Social Attitudes. By Daniel Kulp, II and Helen H. Davidson. *Journal of Educational Sociology*, 1933, 7: 133-140.

The influence of the home on social attitudes of children is shown again at the school ages. Kulp and Davidson administered the Neumann, Kulp and Davidson international attitude test to about 4,000 high school children in ten senior high schools. They found that children who were unrelated showed no resemblance in international attitudes, a correlation of $-.05 \pm .04$ for 320 pairs being obtained. But siblings did resemble each other slightly, the correlation for 331 pairs being $.32 \pm .03$. Sisters were more alike than brothers, the correlations being $.29 \pm .06$ for brothers and $.41 \pm .06$ for sisters.

These authors concluded that whatever similarity was found among siblings must be due to similar environments since unrelated children in the same school showed no resemblance. They expressed surprise that the school had not influenced the children's attitudes more.

An Experimental Study of Ascendant Behavior in Preschool Children. By Lois M. Jack. *Part One in Behavior of the Preschool Child. University of Iowa Studies in Child Welfare*, 1934, 9, No. 3, 7-65.

Self-confidence, or lack of it, again comes to the fore as an important force in the lives of children, even at four years of age. Training primarily aimed to bolster up self-confidence increased the ascendance scores of nonascendant children.

Ascendant behavior was described as including (1) attempts to pursue one's own interests when they conflict with those of others and to direct the behavior of one's companions, and (2) success in these two types of attempts as indicated by compliance on the part of one's companions. An experimental situation was devised,

the purpose of which was to measure the degree of ascendance of four-year-old subjects. Each child was paired serially with ten other children in his preschool group, the pair being observed at play alone in the experimental room for five minutes by the experimenter who watched the activities through a screen. In the experimental room was a sand box containing celluloid farm animals, sand utensils and a toy car and truck.

The types of behavior comprising the ascendant behavior were:

- Verbal attempts to secure play materials
- Forceful attempts to secure play materials
- Succeeds in securing play materials
- Defends, snatches back materials taken from his possession
- Verbal attempts to direct behavior of companion
- Companion complies with direction
- Forbids, criticises, reproves companion
- Provides pattern of behavior which companion imitates

Two observers agreed in 96 per cent of the items checked. Consistency between the odd and even halves of the ten partial scores was expressed by a correlation of $.67 \pm .10$, which became .80 when the Spearman-Brown formula was applied. There was good agreement between the experimental scores and the teachers' judgments of ascendant behavior. Three teachers working independently rated each subject on a scale in which the ranking was made according to frequency of appearance of specific types of behavior rather than according to the degree to which the child possessed a trait. A five point scale included the following six items:

- Insists upon his own rights to play materials
- Challenges the property rights of others
- Initiates activities that include his companions
- Directs the activities of his companions
- Submits to direction from companions
- Tries to help enforce group rules

The correlation between ascendance scores and the composite ratings was $.81 \pm .01$.

The eighteen children forming the first experimental group were divided into three classes,

the ascendant group having a mean score of 81, the moderately ascendant having a mean score of 54, and the nonascendant having a mean score of 30. Every child in the ascendant group was well above the mean of the total group in social responsiveness as measured by observations in the preschool play group. Social responsiveness included playing with the same material, smiling at, looking at, touching or talking to another child. The correlation between ascendance scores and social responsiveness was $.65 \pm .07$. The tendency to resist adult control as determined by an experimental situation was related to the extent of $.56 \pm .12$. Expansive behavior in a story situation, claims for attention, and use of physical force did not differentiate between the two groups. Expressions of a rivalrous, competitive attitude occurred twice as frequently in the ascendant group as in the nonascendant group. Bargains and reproof were used a little more frequently by the nonascendant group as verbal means of persuasion, while threats were used more often by the ascendant children.

To determine the rôle of self-confidence a new group of twenty four-year-old children who were together for the first time in a summer preschool group was studied. The manifestations of lack of confidence observed included:

Showing fear of companions' displeasure in facial expression

Appealing to adult for response, attention

Following, holding on to teacher, adult

Appealing to adult for help

Interfering with others' activities for no apparent reason, no advantage to himself, but only to secure attention

Starting to do something, hesitating, not doing it

Showing fear of physical objects (as slides, swings)

Showing loud, reasonless laughter and reasonless enthusiasm¹

¹ Only behavior that was outstanding in this respect, as hollow, forced laughter and enthusiasm of a very obvious nature, was counted as an example of this type of behavior.

Reacting strongly to criticism, ridicule, and threats by blushing, apologizing, retreating

Almost four times as many of these manifestations occurred in the behavior of nonascendant children as in the behavior of the ascendant group. Expressions of confidence, on the other hand, were confined almost exclusively to the ascendant group. Consequently, an experimental situation was devised to detect the effect of placing nonascendant subjects in a situation which tended to make their position more secure and to assure them of a certain degree of confidence. Each of five nonascendant children was taken individually to a room and taught how to use three types of materials, a box of mosaic blocks, a picture puzzle and a picture book. The sessions were continued until every child had mastered the skills involved in the use of the materials. Training series scores were obtained by pairing the children with others in the whole group immediately following the training on each material. Following the complete training series, ascendance scores were once more obtained for the trained subjects. Increases of considerable magnitude were found. The mean initial score was 38 and the mean final score 78, while the remainder of the group over the same period changed from 80 to 87.

As a control check, the changes of nonascendant children in another preschool group who were retested at approximately the same interval, two months, were compared with those of the trained children. The control group did not change in score.

The types of ascendant behavior patterns in which the changes occurred because of training were (1) attempts to control rather than success in controlling, and (2) attempts and success in directing others rather than in securing materials.



What price do we pay in attempting to teach children to read before they are ready? The cost cannot be computed in dollars and cents alone, nor in the expenditure of energy on the part of both teacher and pupil. There is no possible way of reckoning the cost of being dubbed a failure which too frequently is the lot of many first graders. As Carlton Washburne has said in his article on "Ripeness," reviewed in this issue by Miss Boyce, "After all, what is the hurry?" It is again a case of judging relative values.—D. W. and F. M.



News... FROM HEADQUARTERS

By MARY E. LEEPER

NEW A.C.E. BRANCHES

The number of new A.C.E. Branches for the year is exciting, thirty-one on March 1. The following have affiliated with the national A.C.E. since the last issue of **Childhood Education** went to press:

State Teachers College Association for Childhood Education, Salem, Massachusetts.

Jackson Association for Childhood Education, Jackson, Michigan.

Brooklyn College Association for Childhood Education, Brooklyn, New York.

Cortland Association for Childhood Education, Cortland, New York.

New Rochelle Association for Childhood Education, New Rochelle, New York.

Oklahoma Association for Childhood Education, Oklahoma City, Oklahoma.

Mary Hardin-Baylor College Association for Childhood Education, Belton, Texas.

McClennan Primary Teachers Association, West, Texas.

San Antonio Association for Childhood Education, San Antonio, Texas.

Harrisonburg State Teachers College Association for Childhood Education, Harrisonburg, Virginia.

University of Puerto Rico Association for Childhood Education, Rio Piedras, Puerto Rico.

COUNCIL OF CHILDHOOD EDUCATION MEETS

During the recent meeting of the Department of Superintendence of the National Education Association in Saint Louis the National Council of Childhood Education held a number of interesting conferences. Ruth Andrus, President of the National Association of Nursery Education, presided at the first session on Monday afternoon. The topic discussed was the rôle of language in the development of children.

Marie Fowler described and illustrated characteristic levels of speech development in nurs-

ery school children and cited ways of helping them to develop language ability.

Olga Adams, in speaking of language development at the kindergarten level, told how provision might be made for experiences that would stimulate language ability on the level of the kindergarten child.

Marjorie Hardy, discussing language development in the primary grades, said that "Language was an expression of feeling and attitudes, of ideas and thoughts." She suggested that to insure growth in language ability, proper consideration must be given to: evidences of growth in pupils both at school and in the home, individual differences of children and the proper balancing of language experiences.

Emmett A. Betts spoke of the factors in learning to read. He stressed the point that readiness for reading was a many-sided subject, that there was great variation in the age at which children were ready to read and that ocular readiness was a factor that demanded serious consideration.

The second session of the Council was a Tuesday luncheon conference. Helen M. Reynolds, President of the Association for Childhood Education, presided. Worth McClure, Superintendent of Seattle Public Schools, spoke on "The Administrator Plans for the Education of Young Children." He stressed the importance of early childhood education in relation to other phases of educational endeavor, and maintained that in time of depression, as at all times, opportunities for educational advancement should be equalized. His talk was followed by a discussion of questions proposed by various members of the group.

On Wednesday afternoon the Council held four joint group meetings with the Department of Superintendence:

Group A. Meeting the Physical and Mental Health Needs of the Young Child. Chairman: Mary E. Murphy.

Group B. The Development of Social Habits

and Adjustments in the Young Child. Chairman: Edna Dean Baker.

Group C. Integrating the Learning Activities of the Young Child. Chairman: Lucy Gage.

Group D. Meeting the Esthetic Needs of the Young Child. Chairman: Vivian T. Thayer.

WINIFRED BAIN RECEIVES AWARD

Announcement of the award of the Parents' Magazine Medal for 1935 was made recently at an editorial luncheon at the Roosevelt Hotel, New York. The award, which is given for the most helpful book of the year for parents, was presented to Dr. Winifred E. Bain for her book, *Parents Look at Modern Education* (Appleton-Century).

GEORGE STODDARD BECOMES DEAN

After twenty-eight years as head of the Graduate College, Dean Carl E. Seashore will give up his position July 1, having had the longest service on record among graduate deans of America. George D. Stoddard, director of the Iowa Child Welfare Research Station, has been appointed to succeed him. Dean Seashore at 70 will continue his research work in psychology, and Professor Stoddard will continue to direct child welfare work at the Iowa Station.

THE N.Y.A. AND NEW YORK KINDERGARTENS

Under the auspices of the National Youth Administration 600 Junior Attendants have been assigned to the public school kindergartens in New York City.

These Junior Attendants are high school graduates whose families are on relief. They serve ten hours a week and are paid \$22 a month.

Most wisely the N.Y.A., in considering ways to assist young women, decided that knowledge of how to live with and guide little children is a fundamental need of young women.

After a week devoted to registration, assignment and conferences relating to the work in the kindergarten, the young women began their work. On the basis of reports of supervisors, personal adjustment will be made so that each attendant can secure the work for which she is best fitted.

Comments of a Supervisor:

"Junior Attendant able to speak Spanish flu-

ently interpreted for teacher, Spanish speaking parents and children."

"Junior Attendant so interested, stayed overtime to watch the children."

"The musical ability of Junior Attendant has made her very helpful."

N.A.N.E. CONFERENCE PROCEEDINGS

Proceedings of the Sixth Biennial Conference of the National Association for Nursery Education, held in Saint Louis October 31-November 2, will be published soon. \$1.00 per copy. Order from Josephine M. Foster, University of Minnesota.

NEW DIRECTOR OF INDIAN EDUCATION

Willard Beatty, for the past three years president of the Progressive Education Association, and for ten years superintendent of the Bronxville Public Schools, Bronxville, New York, has recently become Director of Indian Education in the Indian Affairs department of the U. S. Department of the Interior.

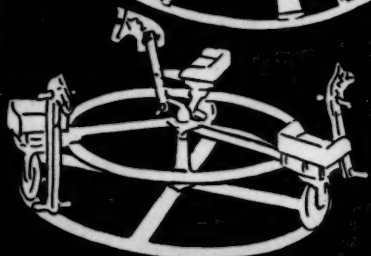
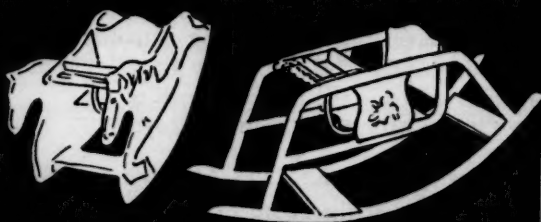
Mr. Beatty indicates that he will endeavor to apply the same principles of training to Indian youth which have brought nation-wide recognition to the Bronxville Schools where, as a leader in the progressive education movement, he has stressed the need of an education directly related to the everyday life and needs of the pupil.

NATIONAL CONGRESS CONVENTION

The National Congress of Parents and Teachers will hold its thirty-ninth annual convention in Milwaukee, Wisconsin, May 11-15. At this convention teachers and parents from all sections of the United States will come together to discuss their chief interest—the child. For details address: National Congress of Parents and Teachers, 1201 Sixteenth Street, N.W., Washington, D.C.

WORLD GOODWILL DAY

May 18, 1936, World Goodwill Day, will be widely observed in the schools of the United States. The World Federation of Education Associations is mailing 10,000 illustrated Goodwill booklets full of suggestions for programs and pageants. Write for your copy to the above organization at 1201 Sixteenth Street, N.W., Washington, D.C.



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